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EFFECTS OF HOME ADJUSTMENT ON ANXIETY AND ACHIEVEMENT MOTIVATION OF ADOLESCENTS

Garima Singh

Abstract

The present study is an attempt to explore anxiety and achievement motivation as correlates of home adjustment in a sample of 200 adolescents. The sample was selected on the basis of purposive sampling technique. The selection was made from different school and coaching institute of Patna district of Bihar. Sinha's anxiety scale, Bell's adjustment inventory and Bhargava's achievement motivation test questionnaire was used for the study. The results of the study revealed that home adjustment is positively correlated with anxiety among adolescents. However, inverse relationship found between home adjustment and achievement motivation of adolescents.

Introduction

Adolescence is a very important phage of individual'slife when there is sudden transformation in the body and many questions arises in the minds of them.The age of adolescence denotes a very eventful period during which the growing person makes the transition from childhood and the image of adolescence is a time of storm and stress, intense moodiness and preoccupation with the self has permeated both professional and lay perspectives on this developmental period.

Although the changes in thoughts and behavior patterns are common phenomenon during the adolescence period of all individuals, but adjustment with their surroundings determines the level of anxiety and achievements of them. According to Cronbach (1953), "A well adjusted person is one who commits oneself to socially desirable goals and uses their energies effectively in working towards them. The individual has a

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sense of security and feeling of adequacy, which grow out of their feelings of belongingness, being desired and appreciated.

In this study the relationship of home adjustment with anxiety and achievement motivation of adolescents is focused for exploration.

The home adjustment is an important part of any child's development. It is defined as a process of establishing satisfactory relationship between individual and his home environment. Whether an individual develops into a well adjusted sociable person or a maladjusted one depends on the home environment. A favorable home environment constitutes of good parent - child relationship. Doyle and Moretti (2000) identified considerable evidence that adolescent–parent attachment contributes to adolescent adjustment.

In Indian culture thefamily and home influence significantly to young people as a primary force because, it plays a pivotal role in providing the most congenial atmosphere to an individual to form his style of life and basic patterns of behavior. The aspirations, values, goals of individuals are influenced also by the family. If a person's environment of home is adjustive and parents are supportive, then his chances of development are normal as well as good. But if home environment and relationship with family or parents is disturbed, the child's development may be distorted (Cox & Cox, 1979).The family environment also affects the achievement motivation, which is the product of maturational forces within the adolescent and the experiences provided by the environment (Bernard, 1971).

There are two issues to consider with respect to home adjustment in adolescence: (1) the nature anddevelopment ofanxiety and (2) the adolescent's development of achievement motivation.

In adolescent anxiety is associated with substantial negative effects on children's social, emotional and academic success (Essau, Conradt & Petermann, 2000). Anxiety is considered as an important means of protection against harm, and is therefore a valuable and functional emotion. The anxiety is one of the most common psychological disorders in adolescents worldwide (Costello, Mustillo, Erkanli, Keeler & Angold, 2003).

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Previous research on the home adjustment correlates of anxiety reveals well-established relationships. Anxiety is often found to run in families but whether this familial factor is biological, environmental, or a combination of the two is still unclear. Moreover, the stressful process of differentiation and identity consolidation can result in significant psychological distress. Compared to adults, adolescents show higher stress levels and fewer coping resources. Studies of Paul (1996) revealed that there is significant degree of anxiety with less cohesion and organization in the emotionally disturbed families. In addition, depressive symptoms increase substantially from middle to late adolescence (Compas, Orosan & Grant, 1993), particularly for girls.

During the adolescence the achievement goals can affect the way of a person as anxiety and adjustment pattern of life and its affect our natural behavior in different environments. Achievement was initially recognized as an important source of human motivation (Henry Murray, 1938).Motivation is based on our emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation.

The perusal review of related literature provides a picture reflecting on home adjustment in relation to anxiety and achievement motivation operational in different settings and population groups.Several researchers have studied the influence of home adjustment on anxiety and academic achievement of adolescents. On the basis of this review several gaps identified in the literature and the further investigation was required in relation tokey research questions.

Objectives

- To explore the relationship between home adjustment and anxiety of adolescents.
- To explore the relationship between home adjustment and achievement motivation of adolescents.

Hypotheses

- There will be a positive and significant relationship of home adjustment among adolescents with anxiety.
- There will be a positive and significant relationship of home

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adjustment among adolescents with achievement motivation.

Methodology

Sample

The sample for the study was selected on the basis of purposive sampling technique. The sample was consisted of 200 adolescents, in the age group 13 to 16 years, who were studying in class ninth to twelfth in different schools and coaching institutes of Patna District of Bihar State.

Research Tools

The following tools were selected and used in the study:

- Sinha Anxiety Scale developed by Durganand Sinha (Allahabad)
- Bell's Adjustment Inventory (BAI) adapted by Dr. S.M. Mohsin, Shamshad Hussain and Khurshid Jahan (1987): Only 33 items concerned with home adjustment dimension was administered.
- Achievement Motivation Test (AMT) developed by V.P., Bhargava (Agra)

Data Collection

200 adolescents were selected purposely from different schools and coaching institute of Patna district. Subjects were contacted personally. Cooperation of the principal of schools was sought and efforts were made to establish rapport with the subjects. Before administering tests, they were made clear about the purpose of collecting the data and were told that the result of test would be kept strictly confidential so that they can respond the test items without any hesitation. The research tools administered and data was scored as per standard procedure and norms given in the manual.

Statistical Treatment of Data

In order to achieve the objectives of the study, the collected data from the adolescents were cleaned and prepared for analysis. The obtained scores were analyzed using the computer software program, Statistical Package for Social Sciences, version 19.0 (SPSS-19.0), with correlation measures to study home adjustment in relation to anxiety and achievement motivation.

Results & Discussion

The coefficients of correlation of home adjustment with anxiety and achievement motivation were computed for the total sample (N = 200) of adolescents. The results

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and discussion of the study have presented as follows:

1. Home Adjustment in relation to Anxiety

The coefficient of correlation of home adjustment with anxiety among adolescents is given in Table 1.

The results displayed in table 1 indicate that the coefficient of correlation of home adjustment with anxiety is 0.030, which is highly significant at 0.01 level. It means there is a significant and positive relationship between home adjustment and anxiety among adolescents. This result implies that an adolescence's anxiety is directly associated with home adjustment. This analysis investigated the influence of home adjustment on adolescence's anxiety. As predicted that the adolescent's home environment is directly associated with the adolescent's anxiety. Thus the result of the study are consisted with that of Bowlby (1967) stated that most of the children who are successful and well adjusted come from homes where a wholesome relationship existed between them and their parents, whereas children who were discouraged and rejected at home, lacked concentration in school work. They failed to establish desirable skills in academics and sports and developed anxiety in them. Wagner et al. (1996) conducted study on home adjustment as "parent/ adolescent relationships moderators of the effects of stressful life evails and found that adolescents who reported relatively warm parenting (good home adjustment) with both mother and father had a smaller association of stressful events with symptoms of anxiety and depression as compared to other adolescents. Further, those adolescents who reported relatively harsher discipline by both parents had a higher association of stress with depressive symptoms as compared with other adolescents.

Table-1: Home adjustment among Adolescents in relation toAnxiety

S.No.	*Variable*	*Mean*	*S.D.*	*r*
1.	Home adjustment	9.46	5.38	.30**
2.	Anxiety	33.73	17.15	

** Significant at 0.01 level.

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Table-2: Home adjustment among Adolescents in relation to Achievement Motivation

S.No.	Variable	Mean	S.D.	r
1.	Home adjustment	9.46	5.38	-.07NS
2.	Achievement Motivation	20.41	4.93	

NS: Not-significant

Roychowdhary and Basu (1998) were discerned that home adjustment had significant association with the anxiety in adolescents and Tiwari and Poornachand (1998) concluded that parental response, emotional support, praise, motivation and parental approval and peer group approval all contributed to better social, home and emotional adjustment and. It prevents adolescence from anxiety.

2. Home Adjustment in Relation to Achievement Motivation

The coefficient of correlation of home adjustment with achievement motivation components is given in Table 2.

The Table 2 shows that the coefficient of correlation of home adjustment with achievement motivation is -0.07. It meansthe relationship between home adjustment and achievement motivation among adolescents is negatively associated and insignificant. This result showedthat insignificant relation between home adjustment and achievement motivation.This may due to when adolescent perceivemore anxiety, criticism and arguments in thefamily their achievement motivation goes down (Bernard, 1991). This study established that family and home factors play an important role in adolescent's adjustment and achievement motivation.The findings of the present study have support from the studies of other researchers.

Results prove that home atmosphere influences academic achievement. Home atmosphere should be conducive to academic performance. Parents, who create home atmosphere, which fosters learning have children who are academically inclined (White, 1982).

Conclusion

This study shows that there is a positive and significant relationship is between home adjustment and

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anxiety among the adolescents, whereas a negative and insignificant relationship between home adjustment and achievement motivation among the adolescents. Thus, it can be said that the adolescents with high anxiety suffer more adjustment problems and negative development of achievement motivation.

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TEACHERS' EXPECTATIONS AND STUDENTS' ACADEMIC ACHIEVEMENT (PYGMALION EFFECT IN THE TRIBAL CONTEXT)

Namita Mohanty, NupurChandgotia

Abstract

The present study was conducted to find out the effect of teacher expectations on students' academic achievement on the primary school children of Kondh tribe in Phulbani district of Odisha. Kondhs, one of the major tribes of the state, have a literacy rate of 65.12%. The study probed into the differences between tribal and non-tribal teachers' expectation level across three different types of schools namely, tribal, non-tribal and mixed. Academic performance of students across the schools and the linkage between teachers' expectation and students' performance were assessed. A 2 × 3 factorial design was adopted for the study. The sample consisted of 120 teachers (60 tribal and 60 non-tribals) and 600 students (300 tribal and 300 non-tribals). Results revealed that non-tribal teachers had higher expectations than their tribal counterparts. Teachers in non-tribal schools had the highest level of expectations compared to tribal and mixed schools. Non-tribal students were academically better than tribal students. Comparison of students' performance across schools revealed that students in non-tribal schools outperformed the students in tribal and mixed schools. A significant positive relationship between teachers' expectation and students' academic performance supported the Pygmalion effect in the context of tribal education. Along with other remedial measures the need to enhance the expectation level of tribal teachers is highlighted.

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Introduction

Over a span of sixty five years of independence tribals of our country are yet to achieve significant development in the fields of education, health and employment. Many of them, even today are struggling for their existence in remote tribal areas which are far away from the district headquarters of the tribal dominateddistricts.Theydo not get two square meals a day, medical care is still a dream and tribal children do not find schools and the classroom teaching as interesting and meaningful. They continue to suffer from utter poverty, their dreams and aspirations are very limited. It has been felt that through education we can empower them, generate awareness in them for a better living with minimum facilities for human life. Even before independence, many statesman and missionaries tried to educate them with the very purpose of integrating them into the mainstream. Some progress has definitely been made after independence, but the educational system has not yielded the desired result. At the national level, the literacy rate has increased from 16.92% in 1951 to 74.04% in 2011. However, the goal of mass literacy is still a distant dream. Inspite of various governmental programmes that have been introduced as interventions for promoting education among the tribals, they are only peripherally touched by the educational system. It is true that a tribal child is a child of nature traditionally and emotionally. Born in the lap of nature, they find it difficult to confine to the four walls of a classroom. To wine them away from the totems and taboos that circumscribe them and to bring them into the mainstream of national life is a delicate task and needs careful and sympathetic handling.

The state of Odisha has a large concentration of tribals constituting 22.13% of the total population (Census 2001). There are 62 tribes who are at different stages of development. Some are acculturated to a good extent and there are some who are still primitive. The high dropout rate of the children possessesaserious problem in the universalization of primary education.In fact this is a challenge to the implementation of the education policies. While specific tribes are known to pose specific problems some constraints are common to all namely poverty,

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parental illiteracy, domestic work, looking after the young siblings, uncongenial home environment, tribal customs and tradition, poor transport facilities, cattle grazing, insufficient stipend etc. (Chelam 1987; Dasgupta & Danda 1984; Sujatha 1987)

Other than these, language problem i.e. not learning in their native language (Aiyappan 1963; Chattopadhyay 1963; Srivastava 1966; Bastia 1982; Shah 1989; and Shah 1990), text books that are not based on cultural milieu (Rath 1974; Solanki 1977; Srivastava 1982; and Sujatha 1987) , teachers i.e. not knowing the tribal language, their inadequate number, irregular attendance etc. (Masavi 1976; Desai & Patel 1981; and Sujatha 1987), parental apathy towards education and lack of motivation among them are some of the factors which have negative effects on the academic performance of the tribal students (Rath and Mishra 1974; Lakshamana 1975; Shah & Thakre 1974; Joshi 1980; and Srivastava 1981).

In tribal area schools are of poor quality and they do not attract many students.Schools vary in structure, composition, resources, climate and hence its effectiveness. The differential effect of school type on students' academic achievement has been reported by Coleman (1966), Opal & Sen (1979), Scneider (1985), and Veeraraghavan & Samal (1988). It has been consistently reported that superior school quality enhanced students' academic performance.

The role of teachers has been foundas central in the hierarchy of factors considered vital in the education of the children. Teachers' personality traits, teaching styles and teachers' expectations are considered to have significant contributions in facilitating teaching learning processes. The concept of self-fulfilling prophecy has been a major social phenomenon with far reaching implications. This is also popularly known as Pygmalion effect or the expectancy effect. It is based on the belief that merely expecting an event could increase the likelihood of its happening. It is associated with Rosenthal and Jacobson's (1968) Oak school experiment on elementary school children in USA. They proposed that teachers were aware of the academic potential of the students and this was based upon their observation of the classroom activities which formed the basis of

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their expectations. It was hypothesized that these expectations were communicated to the students through teachers' behavior in the classroom and students attempted to fulfil their teachers' expectation by bringing an improvement or change in their academic ability. The model of teacher expectation is given below:

Many studies have yielded positive findings on teachers' expectancy effect on students' achievement (Beeze 1970; Rothbart et al. 1971; Fan 1980; Fry 1982). Brophy and Good (1970) using overt teacher behavior toward low and high performing pupils found that expectancy effects based on naturalistic inputs were in operation. Similar findings have also been reported by Palardy (1969) and Finn (1971). However, there arenegative findings to this effect indicating that experimental manipulation of expectancies had no effect on student's achievements (Dusek & O'Connell 1973; Sutherland & Goldschmid 1974).

The present study aimed to find out the role of teacher expectation and students' academic achievement in the context of tribal education. In other words, the research focused on the expectation level of teachers teaching tribal students in primary schools of Odisha. In tribal areas

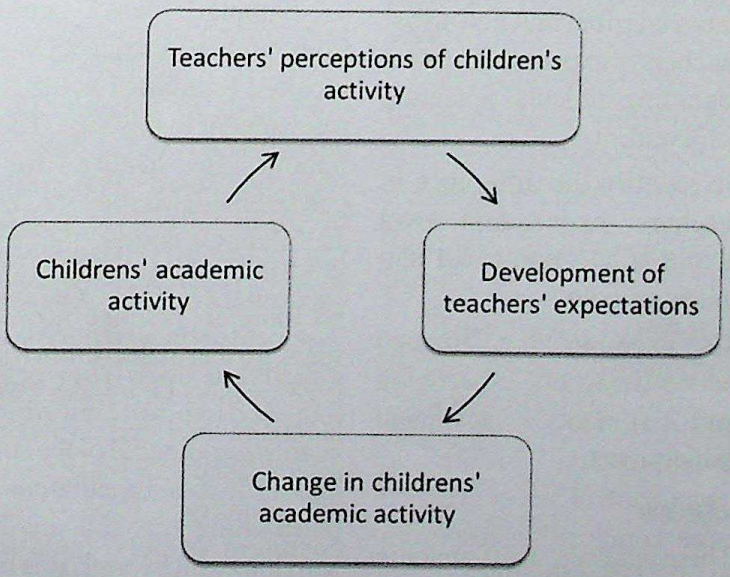
Teachers' perceptions of children's activity
Childrens' academic activity
Development of teachers' expectations
Change in childrens' academic activity

Figure-1: Teacher's Expectation Model

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both tribal and non-tribal teachers were engaged in teaching tribal students. A visit to the tribal districts clearly revealed that the primary schools varied in the student population. Depending on the region/area some schools were dominated by the tribal students, some by the non-tribal students and some others by both tribal and non-tribal students. Thus, schools could be categorized as tribal schools, non-tribal schools and mixed schools depending on the student population and their ethnicity.

Objectives

The objectives of the present study were the following,

- To find out the difference between tribal and non-tribal teachers' expectation level regarding students' academic achievement.
- To identify the difference in teachers' expectation level across tribal, non-tribal and mixed schools.
- To examine the linkage between teachers' expectation and students' academic achievement.

Hypothesis

- There would be a difference in the expectation level of tribal and non-tribal teachers with regard to students' academic achievement.
- There would be difference in academic achievement of students in tribal, non-tribal and mixed schools.
- A positive relationship would be marked between teachers' expectation and students' academic performance.

Design

The present study adopted a 2 × 3 ex-post facto design. There were two types of teachers (tribal and non-tribal) and three types of schools (tribal, non-tribal and mixed).

Sample

Sample was collected fromPhulbani district of Odisha. It is called Kandhmal as the Kondh tribe inhabit in this area. They are famous in history for the condemnableMeriah or human sacrifice. Of course, the heinous ritual has been abandoned and it is no more in practice now. They speak a tribal dialect known asKui. It belongs to Dravidian group of language and has considerable resemblance with Telugu and Tamil in grammar. Their economic condition is very poor and in education they are quite

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backward. Many of them are bilinguals as they speak both Kui and Odia, the language of the state.The purposive sampling was used for the teachers. As several schools had to be covered to get the representative sample, the rule of proportion was used in the sampling of students. There were tribal and non-tribal teachers and for every teacher 5 students taught by him/her were selected.

Teacher sample

120 teachers (60 tribal and 60 non-tribal), both male and female were included in the study. A total of 40 teachers, 20 tribals and 20 non-tribals were selected from each of the three types of schools namely, tribal, non-tribal and mixed schools.

Student sample

600 students in total (300 tribal and 300 non-tribals) including both boys and girls studying in classes IV and V of primary schools served as the student sample. 200 tribal students were selected from tribal schools, 100 each for 20 tribal and 20 non-tribal teachers. Similarly another 200 non-tribal students were taken from non-tribal schools, 100 each for 20 tribal and 20 non-tribal teachers. Finally, 200 students, 100 tribal and 100 non-tribal were selected from the mixed schools, 50 tribal and 50 non-tribal students each for 20 tribal and 20 non-tribal teachers.

School sample

Tribal schools were dominated by tribal students from theKondh tribeand their percentage in these schools varied from 80% to 100%. Non-tribal schools comprised of non-tribal students and their population ranged from 80% to 100%. In mixed schools there were both tribal as well as non-tribal students and their representation varied between 40% to 60%.

Tools

Teacher's Personal Information Sheet

It was used to record Teacher's name, tribal/non-tribal category and type of school (tribal, non-tribal or mixed).

Student's Personal Information Sheet

It was used to record students name, class, tribal/non-tribal category and school (tribal, non-tribal or mixed).

Teacher Expectation Form (Mohanty 1989)

It consisted of 25 items, positive as well as negative, based

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on probable expectations of teachers from the school, self/ colleagues, parents and students regarding teaching and learning. Teachers had to indicate their responses on a 4 point scale of (1) Strongly agree, (2) Agree, (3) Disagree and (4) Strongly disagree. The scale value ranged from 4 to 1 for positive sentences i.e. a score value of 4 was given for Strongly agree and 1 was given for Strongly disagree. The scoring was reversed for the negative statements.

Students' Academic achievement

Academic achievement was defined as the index of students' comprehension of the subject matter taught in the class. It was the total marks of the students secured in the last examination.

Procedure

Data were collected from the teachers and the students after getting due permission from the district administration (After establishing rapport with them). Mutual trust and acceptance increased which ultimately helped in interacting and collecting data from them. Teachers were administered the Expectation form individually and students' annual examination marks were recorded from the register maintained by the examination section of the respective schools. There was full participation and cooperation from the teachers.

Results

Data were analyzed using ANOVA, 't' tests and correlation to show the differences between the tribal and non-tribal teachers and the teachers across tribal, non-tribal and mixed schools in their expectation level and the relationship between teachers' expectation and students' academic performance.

Table 1 shows results of analysis of variance by teacher and school type using teachers' expectation as dependent variable.

Table-1: ANOVA on Teachers' Expectation Scores

Source of Variance	*df*	*MSS*	*F*
Teacher type	1,118	4356.07	149.34**
School type	2,117	3709.65	127.17**.
Teacher type × School type	2,117	3360.17	115.17**

** p< .01

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Table-2: Mean, SD of Teachers' Expectation Scores

Variable/Teacher type	*Tribal teachers*		*Non-tribal teachers*	
	M	*SD*	*M*	*SD*
Teachers' Expectation scores	64.63	6.22	76.68	10.63

The main effect of teacher type was significant on teachers' expectations $F(1,118) = 149.34$, $p < .01$, indicating that the tribal and non-tribal teachers differed significantly in their expectations. The school type had significant main effect on teacher expectations, $F(1,118) = 127.17$, $p < .01$. It indicated that the teachers in three different school types like tribal, non-tribal and mixed significantly differed in their expectation scores. The interaction effect of teacher × school type on teachers' expectations was significant. $F(1,118) = 15.17$, $p < .01$.

A comparison of mean scores in Table 2 revealed that the non-tribal teachers had higher expectations ($M = 76.68$) than their tribal counterparts ($M = 64.63$). The non-tribal teachers compared to tribal teachers expected more sympathetic administration from the school, expected higher salary, were hopeful for promotions, wanted better library facilities, more teaching aids, in-service teachers training, teaching in local language free supply of food, clothes, medicinesfor the students etc. Non-tribal teachers also expected among the staff members more cordial relationship, sincerity, patience, praise and rewards, better preparedness for the class, improved teaching styles, improvement in knowledge and model behavior before the students. The non-tribal teachers compared to the tribal teachers wanted parents to take more interest in children's studies, and cooperate with teachers. They also expected the students to be punctual, sincere in the class work, hardworking, obedient, respectful, friendly and sociable and obedient.

Graph I shows tribal and non-tribal teachers' expectation level.

Results in Table 3 showed that teachers in three different schools differed significantly in their expectation scores. Teachers in tribal schools differed significantly from those in non-tribal schools ($t = 15.77$, $df = 78$, $p < .01$), indicating that the teachers in non-tribal

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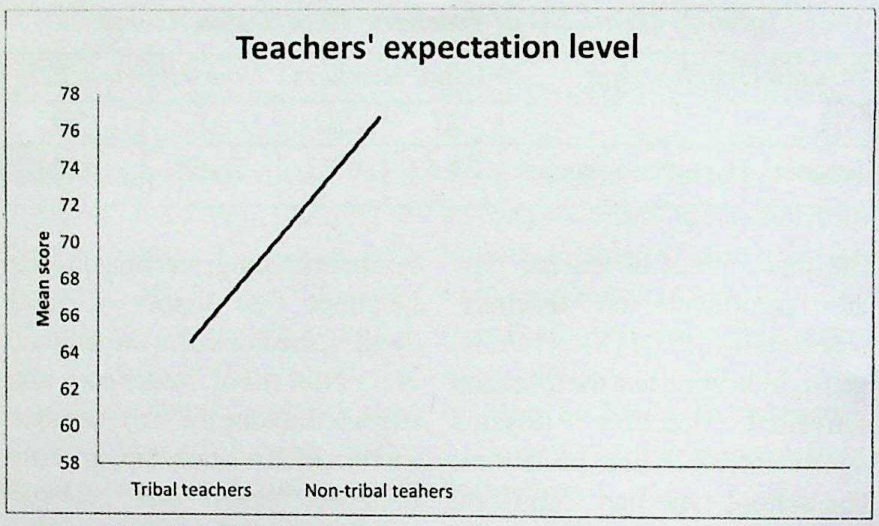

Graph-1: Tribal and Non-tribal Teachers' Expectation Level

schools had higher expectation (M =81.75) than those in tribal schools (M = 64.46). Moreover, teachers in non-tribal schools differed significantly from those in mixed schools (t =14.25, df =78, p < .01), showing that the teachers in non-tribal schools had higher expectation (M=81.75) than those in mixed schools (M=65.80). However, there was no significant difference between the teachers in tribal and mixed schools on expectation variable (t= 1.10, df =78, p< .01).

Graph II shows teachers' expectation level across school.

Teacher × School type interaction effect on teachers' expectation revealed that the non-tribal teachers in non-tribal schools

Table-3: Mean, SD and 't' values on Teachers' Expectation Scores in Tribal, Non-tribal and Mixed Schools

Variable/ School Type	*Tribal school N=40 (1)*	*Non-tribal school N=40 (2)*	*Mixed school N=40 (3)*	*'t' 1,2*	*'t' 2,3*	*'t' 1,3*
Teachers' Expectation Scores	M 64.46 SD 5.46	M 81.75 SD 4.17	M 65.80 SD 5.64	15.77**	14.24**	1.10

** P< .01, df =78

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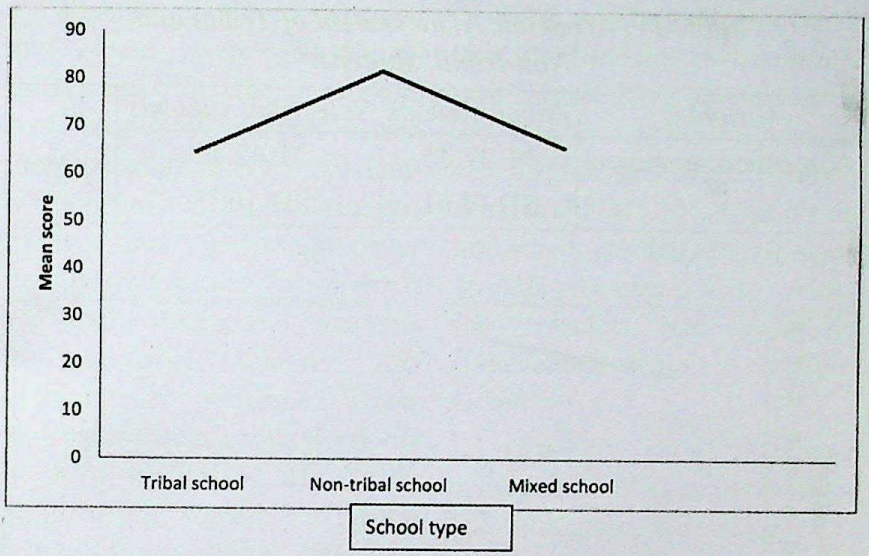
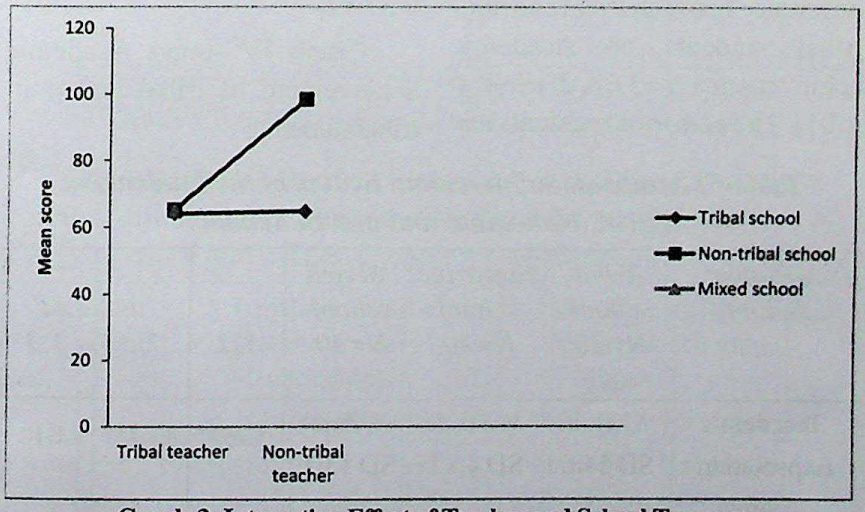


Graph-2: Teachers' Expectations Across Schools

had in general higher expectation (M=98.35) than their counterparts in tribal (M=64.80) and mixed schools (M=66.90), and from tribal teachers in tribal (M=64.05), non-tribal (M =65.15) and mixed schools (M=64.70). The interaction effect is shown in Graph III.

Graph III shows teacher type and school type interaction effect on teachers' expectation.



Graph-3: Interaction Effect of Teacher and School Type on Teachers' Expectation

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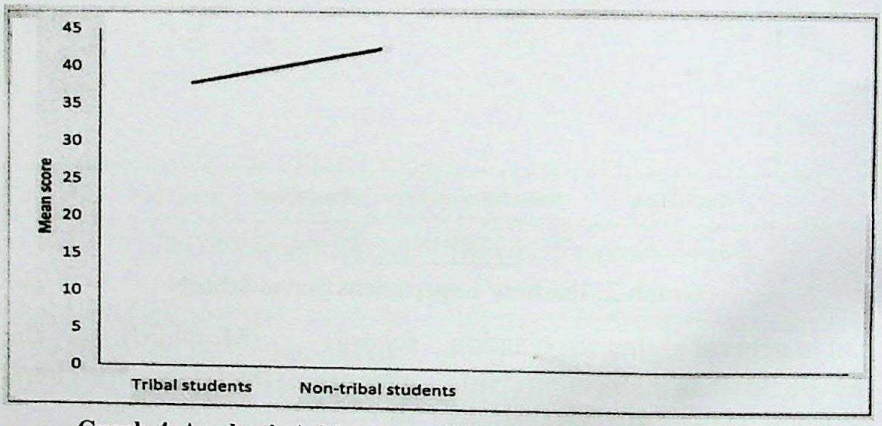
Table-IV: Academic Achievement of Tribal and Non-tribal Students

Variables	*Tribal students*	*Non-tribal students*	*'t'*
Academic achievement	M 37.82 SD 14.61	M 42.46 SD 16.27	3.68**

** p< .01, df=598



Graph-4: Academic Achievement of Tribal and Non-tribal Students

Results in Table 4 indicated that there was a significant difference between tribal and non-tribal students on Academic achievements (t =3.68. df =598, p <.01). The non-tribal students had higher academic achievement (M =42.46) than the tribal students (M = 37.82).

Graph IV shows Academic achievement of tribal and non-tribal students.

Table-5: Academic Achievement Scores of the Students in Tribal, Non-tribal and Mixed Schools

Variable/ School Type	*Tribal school N=200 (1)*	*Non-tribal schools N=200 (2)*	*Mixed schools N=200 (3)*	*'t' 1,2*	*'t' 2,3*	*'t' 1,3*
Academic Achievement Scores	M 37.83 SD 14.20	M 45.23 SD 18.55	M 31.15 SD 13.39	4.48**	8.74**	4.84**

** P< .01, df= 398

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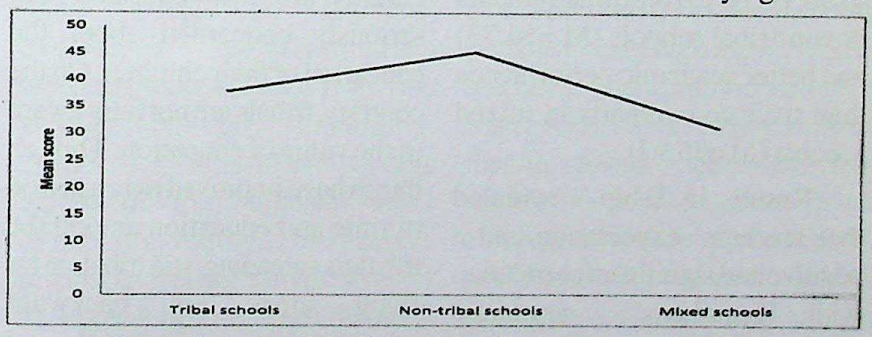
Results in Table 5 indicated that there were significant differences in the academic performance of students across three schools namely, tribal, non-tribal and mixed. Students in non-tribal schools performed better than the students in tribal schools (t = 4.48,df =398,p< .01). Students in non-tribal schools also academically performed better than the students in mixed schools (t = 8.74, df =398, p< .01). On the other hand, students in tribal schools were better than the students in mixed schools (t= 4.84, df =398, p<.01). Thus, students in non-tribal schools performed the best (M =45.23), followed by the students in tribal schools(M =37.83) and the students of mixed schools (M =31.15). Thus for the non-tribal students, non-tribal schools provided a better setting for learning and academic achievement. Result is shown in Graph 5.

Graph V shows academic achievement of students in tribal, non-tribal and mixed schools.

Results in Table 6 revealed that tribal students studying in tribal



Graph-5: Academic Achievement of Students Across Schools

Table-6: Means, SDs and't'values between Tribal Students in Tribal and Mixed Schools and between Non-tribal Students in Non-tribal and Mixed Schools on Academic Achievement

Variable	Tribal students Tribal schools (N=100)	Tribal students Mixed schools (N=100)	't'	Non-tribal students Non-tribal school (N=100)	Non-tribal students Mixedschool (N=100)	't'
Academic achievement	M = 37.25 SD = 14.11	M = 38.97 SD = 14.96	.96	M = 54.73 SD = 18.69	M = 35.92 SD = 12.60	5.39*

df = 298, * p< .05

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Table-VII: Correlation between Teachers' Expectation and Students' Academic Achievement

Variables	*'r'*
Teachers' Expectation and Students' Academic achievement	.41**

**p<.01, df=118

schools (M=37.25) and mixed schools (M= 38.97) did not differ in their academic performance (t =.96, df = 298, p<.05). However, there was a significant difference in academic achievement between non-tribal students in non-tribal and mixed schools (t = 5.39,df =298, p<.05). Non-tribal students in non-tribal schools (M =54.73) had better academic performance than their counterparts in mixed schools (M =35.92).

Results in Table 7 revealed that teachers' expectation had a positive and significant correlation with students' academic achievement (r=.41, df =118, p< .01). It indicated that when teachers' expectation was high, it positively contributed to students' academic growth as a resultof which students' Academic performance also increased significantly.

Discussion and Conclusion

Non-tribal teachers had significantly higher level of expectation compared to that of the tribal teachers in primary schools. Such a difference could be attributed to the variations in socio-cultural orientation of the two groups. In non-tribal culture there is an emphasis on educational attainment and employment. Parents are also educated and seriously concerned about the education of their children. On the contrary, tribals are not fully aware of the value of education. Though things have improved over a period of time and education among the tribals is spreading, still tribals in far flung areas are backward educationally as well as economically. Thus the non-tribals teachers have better outlook and greater achievements in life. This has influenced their expectation level and it is communicated to the students in the classroom. Teachers' expectation comprised of their expectation from the schools, colleagues, students and parents. In tribal culture, there is low level of aspiration and

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achievement, and this has been inculcated in tribal teachers' tendency of low expectation. This is very well communicated to the students through their action and activities. Tribal teachers hardly show any sign of encouragement or appreciation for the tribal students to induce motivation in students for better academic performance. Thus Hypothesis 1 which proposed that there would be a difference in the tribal and non-tribal teachers' level of expectation is verified and accepted.

School type had a significant main effect on teachers' expectation. Tribal, non-tribal and mixed schools differed from one another on this dimension. Teachers in non-tribal schools exhibited the highest level expectation followed by teachers in tribal and mixed schools. It might be argued that teachers in non-tribal schools had better exposure to the world of education and knowledge which led to their better communication skills, higher expectations from school, self and colleagues, parents and students. Moreover, the infrastructural facilities and the academic climate in non-tribal schools were better than those in tribal and mixed schools. The absence of significant difference with regard to teachers' expectation in tribal and mixed schools implied that teachers in these schools had common characteristics like shared values and non-challenging tasks in teaching assignments. Hypothesis 2 which predicted that teachers' expectation level would vary across school is proved and accepted.

The significant interaction effects of teacher and school type on teachers' expectation indicated that non-tribal teachers in non-tribal schools had the highest level of expectation. The school setting perhaps evokes high expectation in teachers. The common belief of many educational policy makers that the tribal teachers in tribal schools would perform better compared to their placement in non-tribal or mixed school situations (New Policy on Education, 1986), was not supported by the present results. On the basis of present findings, it could be recommended that non-tribal teachers could be employed or posted even in tribal schools to function more effectively and efficiently to make teaching more meaningful and successful.

Academic achievements of students significantly differed

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across tribal, non-tribal and mixed schools. Students in non-tribal schools had the best performance, though students in tribal schools were better than those in mixed schools. It is implicated that non-tribal schools emphasized more on educational attainment than the other two types of schools. The other plausible explanation could be the fact that students in non-tribal schools were economically and socially better off, and comparatively their parents were educated and therefore had higher aspiration and dreams for their children than the parents of children in tribal and mixed schools. Non-tribal schools had better infrastructure, teaching and learning conditions which might have fostered students' academic excellence. Lowest performance of children in mixed schools indicated that integrative education adversely affected students' academic achievement. Thus mixed school setting seemed to interfere in students' learning and achievement, against the agenda and objectives these had. Results of the study revealed that the non-tribal students had superior academic performance compared to their tribal counterparts. Poor academic performance of the tribal children is a matter of serious concern. Even years after independence and incentives offered by the government, tribal children are lagging behind in educational attainment. This could be because of several reasons, each being as powerful as the other. They are (a) low emphasis on academics and schooling in tribal culture, (b) wide spread literacy, (c) rampant poverty, (d) parental apathy, (e) poor school conditions, inadequate reading, writing and teaching materials, and (f) teachers' indifference as well as non-commitment to students' academic growth and welfare. Thus results supported the hypothesis of significant differences between the tribal and non-tribal students on academic achievement.

Academic performance of the students in non-tribal schools was the best followed by those in tribal schools and mixed schools. Thus the worst performance was marked in a mixed school setting. Poor school conditions and teacher factors are primarily responsible for students' differential performance across schools. These findings have special significance from the point of view of integrated education. It

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has been proposed that the integral education would be beneficial for the tribals as they would get a chance to mix with the non-tribals and avail better educational opportunities (Tripathy1990). It is assumed that such kind of an exposure would enhance tribal students' awareness about an external world, arrest inferiority complex, and facilitate their cognitive growth and academic output. The present findings failed to support the proposition of other research findings. The mixed school setting providing integrated schooling was not conducive for academic achievements of the tribal and non-tribal students. Ineffectiveness of integrated schooling in this context could be attributed to poor teaching styles, lack of adequate number of competent teachers, in conducive school environment and many more factors. Thus the hypothesis which proposed the efficacy of mixed schools in promoting education among the tribal children could not be supported.

A positive and significant relationship between teachers' expectation and students' academic achievement demonstrated the role of Pygmalion effect or self-fulfilling prophecy in teaching-learning context. It has been revealed from the study that non-tribal teachers have higher level of expectation from the students compared to the tribal teachers.Thus Hypothesis 3 which proposed that there would be a positive relationship between teachers' expectation and students' academic achievement is proved and accepted. Over the years a strong stereotype has been prevailing that the tribals are not competent enough to master academic tasks. Such a negative mind set affects the teachers' expectation of students' performance. On the basis of research findings, it has been consistently observed that tribals do not have the adequate exposures and opportunities for academic growth. It is not the cognitive deficiency or inadequacy which is responsible for their educational backwardness. Rather the psycho-socio-cultural as well as the economic backwardness are the major bottlenecks in the progress of education among the tribals. Deprivations are perceived as deficiencies which in turn are responsible for impression formation leading to low expectation level among the teachers teaching tribal children. These teachers neither encourage

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nor motivate the students for academic achievement.Teachers indeed have magical effect on students' academic performances as well as overall personality development. Tribal students in particular miss out this vital aspect of teachers' participation and involvement in the teaching-learning programmes. Teachers' low expectation is well communicated to the students and they turn their faces away from the classroom teaching and the school as a whole. This results in poor academic achievements, dropouts, stagnation and wastage of student resources. Thus, there is a need to raise the expectation level of the teachers for the students so that theyfeel encouraged to fulfill teachers' expectation by performing well in academics. In this regard there is strong need to take adequate measures to enhance teachers' expectation component in the capacity building programmes meant for enhancing their competency and efficacy in teaching children.

Implication

Since non-tribal teachers had higher expectation level compared to the tribal teachers, and teachers' expectation facilitated students, academic achievement, it implicated that well thought teachers training programmes need to be launched, specially for the tribal teachers to improve their expectation level. Through training and guidance it is possible to raise the level of expectation regarding the academic performance of the teachers teaching the tribal children in primary schools. In general, the academic performance of the students both tribal and non-tribal students were low, however non-tribal students scored better than their tribal counterparts. Teachers in non-tribal schools had higher level of expectation than those in tribal and mixed schools. In order to improve academic standards of the tribal students, all round improvement measures should be implemented like developing school complex, improving the socio-economic conditions, spreading awareness among the parents regarding the value of education and competence building among the teachers.

Tribal students in tribal and mixed schools did not differ on academic achievement. But the non-tribal students in non-tribal schools showed better academic achievement than their counterparts in mixed schools. Thus the mixed school setting was

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neither suitable nor productive for either the tribal or the non-tribal students. To make the integrative education effective and useful, mixed school setting needs to be improved with better teaching staff, infrastructure development, teaching aids and improves teaching strategies. Single teacher schools should have extra hands to cater to the academic needs of the children. Placement of younger teachers in tribal areas should be given priority as they would be more enthusiastic and committed to the profession. Many tribal children know only their mother tongue, a tribal dialect. Therefore, teachers having knowledge of the tribal dialect will understand the children better and teach them more effectively.

Hostel facilities or residential schools, better quality and quantity of food, enhancement in stipend, better facilities for games and sports, well equipped library are essential for promoting education among the tribal children. Over and above all these, there is a widely felt need to make the curriculum meaningful and relevant for the tribals in their cultural setting. Vocational training in horticulture, agriculture, carpentry, fishery, dairy farming, poultry keeping, tailoring etc. would definitely make learning meaningful, purposeful and delightful and improve their economic condition as well.

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SOCIAL INTELLIGENCE OF PRE-SERVICE TEACHER TRAINEES

S.B. Sharma

Abstract

This paper investigates the Social Intelligence of Pre-service Teachers in Secondary Teacher education institutions. For this purpose the sample was selected from the B.Ed. colleges of Sirsa District of Haryana state. The sample consisted of 200 Teacher trainees. Out of 200 teacher trainees, 100 male teacher trainees and 100 female teacher trainees were taken. Out of 100 male teacher trainees 50 were from rural and 50 were from urban regions. Similarly out of 100 female teacher trainees 50 were from rural region and 50 were from urban region. Social Intelligence Scale by Dr. N.K.Chadda & Mrs. UshaGonesan was used for the study. The study revealed a significant difference between the social intelligence of rural and urban teacher trainees while no significant difference was found between the social intelligence of male and female teacher trainees.

Introduction

It is said that teachers are born, not made. It we accept this view them there will be very few people who will have teaching ability. It will not meet our needs and demand of teachers. We need lakhs of teachers and without proper training they can't be made good teachers. Teaching is an art which can be learnt only through special training i.e. pre service teachers training courses.

Previously, it was considered that knowledge of subject matter was enough for teaching-leaning process, this concept has changed. Now it is felt that without proper training, a teacher can't perform his duties properly and successfully.

The self-confident and socially adjusted teachers are successful

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performers at their work. Unfortunately same of the students take admission in education colleges which are not able to get along with the students properly and don't understand their individual needs. Only those people who do not get any avenue of employment anywhere else, seek admission in training colleges. It can never be expected that such students would become efficient teachers.

A good teacher is someone who is considered as warm, understanding, friendly, responsible, business like, systematic, stimulating, imaginative and sergeant. Thus for Teacher Education Colleges it becomes imperative to know if the candidates will become good teachers in the future.

Social Intelligence

Social intelligence means ability of an individual to reach to social situations of daily life. Social intelligence would not include the feelings or emotions aroused in us by other people, but merely are ability to understand others and to react in such a way towards them that the ends desired should be attained. High social intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situations is the index of social intelligence, said E.L. Thorndike (1920). According to Vernon (1933) social intelligence is the person's "ability to get along with people in general, social techniques, and susceptibility to stimuli from others members of a group, as well as insight into the temporary moods or underlying personality traits of strangers."

Wechsler's view, "social intelligence is just general intelligence applied to social situations" (1958).

In the simplest terms, this is the ability to "get along with people", which it is a assumed people learn as they grow up, mature, and gain experience in dealing with others. Unfortunately, many people do not continue to learn and grow as their age, and many people never acquire the awareness and skills they need to succeed in social, business and professional situations.

Teacher trainees must be socially intelligent. They must also have ability to deal with every kind of situation in the classroom and every problem of student also. A man of social intelligence is much more successful in present times than the other people having fame

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or academic excellence.As far as the teacher trainees concerned there must be given due weightage to social intelligence in the selection and admission of teacher trainees in educational institutions.

Review of Literature

Henderson, Annette E. Cerson Sarah, Woodward Amanda L. (2008) studied the birth of social intelligence. The authors highlighted key finding from studies examining infants understanding of human actions. The evidence suggest that infants are well on their way to becoming experts by their second birthday.

Wallinius, Majrut, Punamak Raja Leena, Rimpela Arja (2007) examined the role of social intelligence and parent child communication, Andreous Eleni (2006) studied social preference, perceived popularity and social intelligence.

Golman, Daniel (2006-09) studied about the socially intelligence leader and found that school leader have significant effect on the social emotional climate of the school as whole. Myers, Laura L. Tucker Mary L. (2005) studied increasing awareness of emotional intelligence in a business curriculum.

Jones, Karen, Day, Jeann D. (1997) studied the discrimination of two aspects of cognitive-social intelligence from academic intelligence. Legree,Peter J. in 1995 explored evidences for an oblique social intelligence. Mathias, Jane L. Nettlebeck TED (2007) assessed validity of green span's Model of adaptive and social intelligence. After reviewing the research studies it is clear the variable social intelligence is explored properly and area of interest for research work but in India in last few decades no work is found on social intelligence.

Statement of the Problem

The problem was stated as under.

"A study of Social Intelligence of Teacher Trainees in Secondary Teacher Education Institutions."

Objectives of Study

Below cited objectives were defined.

- To find the social intelligence of rural and urban pre service teacher trainees.
- To find the social intelligence of male and female teacher trainees.
- To compare the social intelligence of rural and urban pre service teacher trainees.

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- To compare the social intelligence of male and female pre service teacher trainees.

Hypotheses

Following hypotheses were formulated.

- There is no significant difference in the social intelligence of rural and urban teacher trainees.
- There is no significant difference in the social intelligence of male and female teacher trainees.

Delimitations of the Study

The present study is delimited to:

- The B.Ed colleges of Sirsa district of Haryana
- This study has been delimited to 200 subjects.

Method

Descriptive Survey Method was used in the present study.

Sample

The sample consisted of 200 Teacher trainees. Out of 200 teacher trainees, 100 male teacher trainees and 100 female teacher trainees were taken. Out of 100 male teacher trainees 50 were from rural region and 50 were from urban region. Similarly out of 100 female teacher trainees 50 were from rural region and 50 were from urban region.

Tools Used

Social Intelligence Scale (SIS) by Dr. N.K. Chadda & Mrs. UshaGonesan was used for the study to measure the social intelligence on the basis of some selected dimensions. The initial selection of the dimensions that measure social intelligence were determined on the basis of the judgement of 25 experts in the field of behaviouralsciences.Then a final list of 8 dimensions was selected and retained for final inclusion in the scale . Their operationally defined structure was as under:-

A. Patience – Calm endurance under stressful situations.

B. Co-operative ness – Ability to interest with others in a pleasant way to be able to view matters from all angles.

C. Confidence Level – Firm trust in oneself and ones chances.

D. Sensitivity – To be acutely aware of and responsive to human behaviour.

E. Recognition of Social Environment – Ability to perceive the nature and atmosphere of the existing situation.

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F. Tactfulness – Delicate perception of the right thing to say or do.

G. Sense of Humour – Capacity to feel and cause amusement; to be able to see the lighter side of life.

H. Memory – Ability to remember all relevant issues; names and facts of people.

In the case of 6 dimensions (Patience, Confidence, Cooperativeness, Sensitivity, Sense of Humour and recognition of Social Environment) the subject was given a choice of three alternatives for each item and was asked to choose one. In the case of the first four dimensions (Patience, Confidence, Cooperativeness, and Sensitivity) scores of 1, 2 and 3 were given to three response alternatives. For e.g. in the confidence dimension a score of 3 would indicate a would reveal moderate confidence in the other two dimensions (Sense of Humor and Recognition of Social Environment) one of three alternatives given is the appropriate response. This response when given was allotted of scores of 1. In the case of the 'Tactfulness' dimension the response were in the form of 'yes' or 'No'. The appropriate response was awarded a score of '1'. The last dimension that of 'Memory was scored '1' or '0' depending on whether or not the subject's response was 'right' or 'wrong'.

The total score of the present scale is highly and significantly correlated with the Social Intelligence Test of Moss and Hunt. ($r = 70 < .01$). Henceforth the present scale has a validity coefficient of .70.

Statistical Techniques

The measures of Central Tendency: Arithmetic Mean, Standard Deviation and t-test were used for the analysis of data.

Analysis of Data and Discussion of Results

The raw scores were converted into mean scores, standard deviation scores for generalization using description statistics. According to the objectives and hypotheses of the study, the results are organized and presented in meaningful form and inferential statistics like 't' test are used to accept or reject hypothesis.

The table-1 shows that there is a significant difference at .05 level of confidence ('t' = 2.54 ; P >.05) between the social intelligence of urban and rural pre-service teacher

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Table-1: Social intelligence of Rural and Urban Pre-service Teacher Trainees

Categories	*N*	*Mean*	*S.D.*	SE_D	*'t'*
Urban	100	431.96	62	11.26	2.54*
Rural	100	403.36	50		

df = 198 * Critical value at .05 level = 1.96

** Critical value at .01 level = 2.58

trainees. The mean scores of rural teacher trainees is lower(403.36) than the mean scores of urban teacher trainees(431.96).The difference in the mean scores is 28.60.This reveals that the social intelligence of urban teacher trainees is more than the social intelligence of rural teacher trainees. Thus, the hypothesis, that there is no significant difference in the social intelligence of rural and urban teacher trainees,is therefore rejected.

The table-2 shows that there is no significant difference at .01 level of confidence ('t' = .023; P <.05) between the social intelligence of male and female pre-service teacher trainees. The mean scores of female teacher trainees is lower (431.96) than the mean scores of male teacher trainees (435.52). The difference in the mean scores is 3.56.This reveals that both males as well as females are social intelligent. Thus, the hypothesis, that there is no significant difference in the social intelligence of male and female teacher trainees,is therefore accepted.

Conclusions

On the basis of analysis and interpretation, the following findings regarding the social

Table-2: Social Intelligence of Male and Female Pre-service Teacher Trainees

Categories	*N*	*Mean*	*S.D.*	SE_D	*'t'*
Male	100	435.52	74	13.65	.023**
Female	100	431.96	62		

df = 198 * Critical value at .05 level = 1.96

** Critical value at .01 level = 2.58

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intelligence have emerged out of the present study.

- There is significant difference in the social intelligence of rural and urban teacher trainees.
- There is no significant difference in the social intelligence of male and female teacher trainees.

Educational Implications

The present study is of great importance in the context of admitting the pupil teachers in the teacher training courses.Aman who is socially intelligent i.e. who can deal with the different age group of students in different circumstances effectively and interested in his work i.e. who have passion towards teaching can make it effective.

Most of the pupils choose teaching profession as a career when they have no other alternative and perform the job without any interest. Therefore, an aptitude test must be conducted before admitting the pupils in the training courses.

Therefore, for the success in teaching it is necessary that a teacher must be socially intelligent. Thus, social intelligence must be assessed in the pupil teachers to bring quality in education.

Suggestions for Further Research

The present study is based on a small sample from a limited no. of colleges.For a wider generalization a study can be undertaken covering a variety of samples of different universities and states. Some follow-up studies may be conducted as below:

i) A comparative study of Social Intelligence of teachers between B.Ed course pupil teachers and M.Ed course pupil teachers towards teaching profession.

ii) A comparative study of Social Intelligence of teachers canbe conducted between the pupil teachers of regular B.Ed course and correspondence B.Ed course towards teaching profession.

iii) A study can be conducted comparing Social Intelligence of Pre-service and In-service teachers.

iv) A comparative study of Social Intelligence of In-service teachers with the degree of B.Ed and without the degree of B.Ed. towards teaching profession.

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EDUCATIONAL OUTCOMES IN THE CONTEXT OF CHRONOTYPES (LARK-OWL TENDENCY)

Pragati Shukla, D. Laxmi

Abstract

Chronotype is an attribute of human beings that reflects their individual circadian phase. These phases reveal at what time of the day the individual's physical functions, hormone levels, body temperature, cognitive faculties, and eating and sleeping patterns are active. Phase differences, measured over a period of 24 hours, reflect different preferences among individuals. Morning types or "larks" are those who wake up early and are most alert in the first part of the day, while evening types or "owls" are those who are most alert in the late evening hours and prefer to go to bed late.Based on a Mixed Approach design, this exploratory study investigates the effect of Lark/ Owl pattern on their educational achievement in relation to shifts of school, streams and gender. The research was carried out on a sample of 512 subjects, from three morning shift and two day shift schools, out of which there were 326 males and 266 females of Science and Non-science streams of Class XI. The data showed that there was no significant effect of shift of schools, streams and gender on Chronotypes but showed prevalence of another class with preference to neither definite morning nor evening type and are called as the "Hummingbird" type. These findings suggest the need for further in-depth studies to investigate morning and evening types and their relationship with educational achievement.

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Introduction

Individual differences in circadian phase preference are referred to as 'Chronotype'.The morning type, also called "lark", wakes up early and refreshed, he is active in the morning and goes to bed early in the evening. Larks are considered conscientious, trustworthy and emotionally stable.

The evening type, or "owl", wakes up with difficulty and is still tired, he is inactive during the morning and stays awake late at night. Owls are described as creative, emotionally unstable andhave difficult social and familial relations. One phenomenon of the circadian rhythm is a shift usually twice during each individual's life. First, there is a shift towards eveningness during the age of puberty (Carskadon et al., 1980; Randler & Frech, 2006) which occurs between 12 and 13 years of age (Ishihara et al., 1990; Kim et al., 2002), and second, a shift back towards morningness at the end of adolescence, which could be viewed as a biological marker of the end of adolescence. After reaching adolescence, most persons gradually become more and more morning types (Roenneberg et al., 2003). However, this might also be triggered by social and environmental factors (Wittmann et al., 2006).

Morningness among younger adults is associated with higher positive affect across the day (Clark et al., 1989; Hasler et al., 2010). Morning types also score higher on measures of energy-alertness and lower on tiredness compared with evening types (Froberg, 1977). In contrast, negative affect does not appear to vary with chronotype (Clark et al., 1989; Hasler et al., 2010). Thus, existing evidence suggests an association between chronotype and affect, with morning types reporting greater overall experience of emotions associated with positive activation.

There have been a variety of studies on the relationships between chronotype and academic performance. Researchers have consistently shown that eveningness and academic performance are strongly and inversely related, whereas morningness and performance in school are positively related. These patterns hold for both school children (Giannotti et al., 1997; Giannotti et al., 2002) and university students (Besoluk, 2011; Besoluk et al., 2011; Randler &

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Frech, 2006). Preckel et al.'s (2011) meta-analysisalso found small but significant and homogenous correlations between morningness and academic achievement ($r = 0.16$, 13 studies) and eveningness and academic achievement ($r =$ "0.14, 6 studies). Thus, morning oriented students achieved better in academic settings than evening-oriented students. Taking into account the fact that during early adolescence chronotype shifts from morningness towards eveningness (e.g., Kim et al., 2002; Roenneberg etal., 2004) these findings thus, are of immense importance and require attention.

Methodology

In the present study, a mixed approach design is used where studies at both qualitative and quantitative level are carried out.

Participants/ Sample

In the present study, the students of Class XI (represent Adolescents) were taken from 5 schools, out of which three were morning shift and two were afternoon shift schools.

A total of five hundred ninty two students (Class XI all streams, aged 17 years) participated out of which 294 students (3 schools) were from Morning shift schools while 298 students (2 schools) from afternoon shift schools.

Quantitative Study

Tool / Measures

Participants filled out the questionnaire in a normal classroom setting during respective school timings administered by the guidance counsellor at each senior secondary school.Several self-report questionnaires have been developed to assess individuals' diurnal preferences.In this study, Chronotype was determined using a modified Self-Assessment version (MEQ-SA) prepared by Terman et al., (2001). January 2008 version, supported by NIH Grant MH42931 was used. Some stem questions and item choices were rephrased from the original instrument (Horne and Östberg, 1976) to confirm with spoken American English. Discrete item choices had been substituted for continuous graphic scales.

The MEQ contains 19 questions aimed at determining when during the daily temporal span the respondent's maximum propensity to be active lies. Most questions are preferential, in the sense that the respondent is asked to indicate when, for example, he/

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she would prefer to wake up or start sleep, rather than when he/she actually does i.e. hypothetical situations (e.g., "At approximately what time would you get up if you were entirely free to plan your day?"). Questions are multiple choice type, given scaled scores and summed to determine each individual's morningness-eveningness rating. Scores range from 16 to 86, with a higher score of 59 and above indicating a stronger morningness preference or morning type (larks) and scores of 41 and below indicate evening types. These can be further categorized as *definitely evening* (16–30), *moderately evening* (31–41), *neutral* (42–58), *moderately morning* (59–69), and *definitely morning* (70–86) chronotypes (Horne & Ostberg, 1976).

After administration of questionnaire and computation of scores, the students were also classified on the basis of their CGPA of Class X into 2 categories of High achievers (7.9 - 10 on a 10 point scale) and Low achievers (5.6 - 7.8 on a 10 point scale).

Qualitative Study

In the case study method, interview technique is used which is one of the effective and widely used technique. In the present study, after screening of extreme larks and Extreme owls for both-High achievers and Low achievers, an unstructured individual interview was conducted, this focused on the following points:

- Education background
- Past Educational achievement
- Daily routine
- Family environment
- Pattern of study and reasons for the choice of pattern of study

Results

The distribution of Chronotypes was determined as Morning type (MT), Evening type (ET), and Neither type (NT).

- Chronotype and Shift of School- As per the collected, tabulated (Table-1), calculated and graphical data, there is no significant effect of Chronotype on Shift of Schools. Students belonging to NT are more in number as compared to MT and ET. However, there are lesser number of ET than MT.
- Chronotype and Subject Streams- As per the collected, tabulated (Table-2), calculated and graphical data, there is no significant effect of

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Table-1: The Observed (O)and Expected (E) Values of Chronotypes with High and Low CGPA for Morning and Afternoon Shift Schools

Morning Shift							
Chronotype	**MT**		**NT**		**ET**		
CGPA	*O*	*E*	*O*	*E*	*O*	*E*	*Total*
High (7.9-10.00)	41	46.945	87	72.925	6	4.558	**134**
Low (4.5-7.8)	62	56.054	94	98.503	4	5.442	**160**
Total	**103**		**181**		**10**		**294**
Afternoon Shift							
Chronotype	**MT**		**NT**		**ET**		
CGPA	*O*	*E*	*O*	*E*	*O*	*E*	*Total*
High (7.9-10.00)	21	24.523	35	32.114	2	1.362	**58**
Low (4.5-7.8)	105	101.477	130	132.886	5	5.638	**240**
Total	126		165		7		298

Chronotype on Subject streams. Students belonging to NT are more in number as compared to MT and ET. However, more number of students from Science stream are 'Larks' as Non-Science streams.

- Chronotype and Gender- As per the tabulated data (Table-3), there is no significant effect of Chronotype on Gender, however, the results are found to be contradictory with boys being more morning type than girls and lesser number of girls are evening types as compared to boys.

Table-2: The Observed (O) and Expected (E) Values of Chronotypes for Science and Non-Science Stream

Science and Non-Science Stream							
Chronotype	**MT**		**NT**		**ET**		
Subject Category	*O*	*E*	*O*	*E*	*O*	*E*	*Total*
Science	146	144.672	220	218.588	8	10.74	**374**
Non-Science	83	84.328	126	127.412	9	6.26	**218**
Total	**229**		**346**		**17**		**592**

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Table-3: The Observed (O) and Expected (E) Values of Chronotypes for Gender

Gender and Chronotypes							
Chronotype	**MT**		**NT**		**ET**		
Gender	*O*	*E*	*O*	*E*	*O*	*E*	*Total*
Boys	127	126.105	186	190.534	13	9.361	326
Girls	102	102.895	160	155.466	4	7.639	266
Total	**229**		**346**		**17**		**592**

Discussion

The present study sought to determine the effect of students' circadian preference on shift of schools, subject streams and gender. With regard to M–E preference, majority of the student sample was found belonging to the "neither type", emergence of a new category called Humming birds, indicating no particular day or evening preference. This may be because of the changing schedule and the present changing Indian scenario.

The most noteworthy findings for the purpose of the present research were that there were no significant effect observed on the shift of schools, streams and gender. However, the study in relation to shift of schools is supported by Song &Stough (2000) who reported that time of day, did not affect cognitive performance. The reason may be the changing study pattern with individual preferences and moods.

Across all studies, eveningness was found to be negatively related to academic achievement, whereas morningness correlated positively with academic achievement. That is, morningness was adaptive and eveningness was maladaptive for academic achievement within school and university settings alike. However, our studies do not reflect the same, there are some contradictory findings as well which need to be further explored.

As far as Lark tendency is concerned, it has been contrary to the results from studies that have investigated sex differences in circadian phases are somewhat inconsistent, although it appears that women tend to have a greater disposition towards morning characteristics than do men (Kerkhof, 1985; Tankova, Adan & Buela-Casal, 1994). A meta-

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analysis conducted by Randler (2007) suggests a weak but significant effect of gender on morningness with females being more morning oriented than males. The probable causes for the shift in the study pattern may be due to the changing Indian scenario leading to changes in the clock genes (spontaneous mutation) at the genetic level (Biological Aspect).

Analyses exploring the theoretical question of what were the reasons for this Extreme Lark and Extreme Owl behaviour, an unstructured personal interview was conducted. The case study revealed that these tendencies (morning or evening type) are because of two major reasons. The first is the changing modernizing world; the students prefer the evening or night schedules as there is less disturbance and calm environment. The other being the parenting; if a study habit is formed in the early years of life, it later on becomes a choice and is instilled as a habit. Thus, parenting plays an important role for study habit formation.

This study has important implications for our educational institutions and also for the students as well. If a goal of highereducation is to promote learning in optimal conditions for all students, then study schedules and study pattern play an important role. The present study has shown that most students, when given the choice to plan their own schedule are of Hummingbird type, yet there are relatively more students with preference towardsmorningness than eveningness. Inaddition, more students with science streams are larks than non-science streams, which may be because science is considered to be a bit difficult stream than non-science.

Thus, the present study highlights and suggests the morning schedules to be followed which has been supported by the spiritual aspect also, so as toimprove learning and theacademic performance.

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PERSONALITY CHARACTERISTICS AND ADJUSTMENT PATTERNS IN THE TRIBES OF KERALA

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Abstract

The present study aims to investigate the relationship between Personality Characteristics of Tribes in Kerala with Adjustment Pattern.The sample consisted of 350 tribes conveniently chosen from different regions of South Kerala. The age range of the sample was from 18 to 60 years. The data were collected using standardized instruments. Results revealedthat there is significant relationship between the variables of personality and adjustment of tribes in Kerala. The implications of the findings are discussed.

Introduction

Fundamentally, every person is a social being and is an interdependent part of human interactive system. The first learning situation in the life is the family, then the peer group, the school and the other formal agencies. Each group is the miniature of the society and the child learns different aspects of culture from them. Each person incorporates into his personality the culture patterns that he has learned from his interactions with various groups. Indeed, personality has been called the subjective aspect of culture (Faris, 1937).

According to Allport (1960) a person is not only transformed by his environment, but also continuously deals with it. In his opinion, person and environment merge into one another through mutually permeable boundaries. Yinger (1965) viewed people and situations as interdependent. The human being at birth becomes pliable; the personality of an individual depends upon the cultural set up that may mould him

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to develop in a definite direction (Benedict, 1946). Under the impact of socialization, personality development takes place in a particular cultural environment (Sullivan, 1950). According to Kardiner (1939) primary instructions of culture are socio-economic conditions and child-rearing practices that influence the development of personality and the secondary institutions are art and folklore.

Benedict (1946) has found that personality is fashioned out of the raw materials of culture. A particular culture dictates the move of the community towards shaping the personality of its members. According to him, cultures are being constantly integrated into each succeeding generations in a continuous process. In our studies of primitive communities, Mead (1935) has found that each culture varied in its social judgments of appropriate behaviour and trained its young to conform to the arbitrary codes. She noted that personalities varied, in part at least, according to the cultural dictates of a particular group. The relationship between society, culture and personality is stressed by Linton (1955). In his opinion 'a culture is an organized group of learned responses characteristics of a particular society', Individual is a living organism has independent thought, feeling and action. But his thought, feeling an action are modified by contract with the society and culture in which he develops.

Culture differs along a number of dimensions that can affect personality development (Triandis & Suh, 2002). One is complexity consider how much more complex a Western information – age culture is a hunter-gatherer culture in a remote region of an undeveloped country consider also how much more potential for diversity and conflict of values and behavioural norms exist in a highly complex culture. A second cultural dimension is tightness. In tight cultures, there are many rules about behaviour, and those who deviate from the cultural norms, even in minor ways, are likely to be punished. As a result of explicit norms, people tend to differ less from one another in tight cultures than they do in loose cultures, where diversity in beliefs, values and 'doing your own thing' is permitted or even encourages. Loose cultures are most likely to occur where people within a social group are not highly dependent on

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one another and where diversity is tolerated or even encouraged. Important personality differences have been found between people in individualities and collectivistic cultures, although we should emphasize that significant variation can be found within any given culture because, on average only about 40% of people within a particular culture strongly embrace individualistic or collectivistic goals (Triandis & Suh, 2002). The present study focuses the relationship of tribe's personality and adjustment.

Hypotheses

- There is significant relationship between the variables of personality and adjustment of tribes in Kerala.

Methodology

Sample

The sample of the study consists of 350 tribes conveniently chosen from different regions of South Kerala, in the age group of 18 to 60 years.

Tools & Techniques of Data Collection

- **Personal Data Schedule:** It seeks the basic information about the tribes such as age, locality, socio economic status etc.
- **IAS Rating Scale** *(Mathew, 1995):* The Mathew's IAS rating scale is used as an instrument for measuring personality. It also helps developing self-awareness for personality development and Counseling. The instrument measures three broad behavioural tendencies (Personality Component Dimensions): Inertia, Activation and Stability.

  Reliability & Validity: The split-half reliability obtained in a sample of 43 subjects by the method of self-rating for the three scales I, A, and S are 0.76, 0.89 and 0.86 respectively. The trial classification has a high degree of construct validity.
- **Bell's Adjustment Inventory** (*Adapted version by Raju And Sananda Raj, 1990):* The Adjustment Inventory used for the present investigation is an adapted version of Bell adjustment inventory by Raju and Sananda Raj in 1986. The test is primarily meant for adults and has five components, such as family adjustment, health adjustment, social adjustment, emotional adjustment and

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occupational adjustments. For the present study occupational adjustment is not used because the sample selected were unemployed persons also.

Reliability & Validity: The reliability of the inventory has been established by test retest method. The correlation between the test scores obtained for the five sections on the two occasions are calculated (all values are significant at 0.01 level). The reliability coefficients are; Family adjustment (0.77), Health adjustment (0.81), Social adjustment (0.88), Emotional adjustment (0.72), Total adjustment (0.79). The test reports content validity.

Procedure for Data Collection

A sample of 350 tribes from different regions of Kerala is included in the study. After giving instructions and assuring confidence to the subjects they were asked to mark their agreement on the psychological tools. Data were collected in the order of Personal Data Sheet, IAS Rating Scale and Bell's Adjustment Inventory respectively. For illiterate subjects the investigators marks their data through interview method.

Analysis of Data

The statistical techniques used for the present study is Correlation Co-efficient Method.

Results and Discussion

The analysis and discussion of data are presented below.

The Table-1 shows that there is significant relationship between the variables of personality and

Table-1: Correlation between the variables of Personality and Adjustment of Tribes in Kerala

Variables	*Family Adjust-ment*	*Health Adjust-ment*	*Social Adjust-ment*	*Emotional Adjust-ment*	*Overall Adjust-ment*
Inertia	.012	-.210**	-.297**	.001	-.202**
Activation	.070	.029	-.098*	.095*	.033
Stability	.065	.178**	.131**	.085	.175**

** Significant at 0.01 level

* Significant at 0.05 level

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adjustment of tribes in Kerala. Inertia has inverse relationship with the variables health adjustment (r= -.012), social adjustment (r = .-297) and overall adjustment (r=.-202) at 0.01 level of significance. That means the decrease of inertia causes increase of adjustment in the areas of social and health vice versa. It also inversely related to the overall adjustment of tribes. Most of the research work related to personality characteristics conducted upon Tharu tribal group (Srivastava, 1991, 1992, 1993), suggest that a number of personality variables seem to have a positive impact upon tribal behavior and education. But there is no significant correlation between inertia and family adjustment, and inertia and emotional adjustment.Singh and Sinha (1982) studied the level of adjustment of Santalstudents; they were inferior regarding their home, health and educational adjustments, but superior regarding their social adjustment. But it was not related to their personality characteristics as per the study.

The variable activation has inverse relationship with social adjustment (r = -.098*) and positive relationship with emotional adjustment (r = .095*) of tribes. It means high level of activation causes less social adjustment. On the other side increased level of activation causes the high level of emotional adjustment. Activation has no significant relation with family, heath and overall adjustment of tribe. Dilip and Shivane (2011) found that tribalstudents are emotionally less stable and lessadjustable compared to urban students. The personality characteristics are also related to adjustment patterns of tribes Caligiuri (2000) and Gupta (1965).

The variable stability has positive correlation with health adjustment (r = .178), social adjustment (r = .131) and overall adjustment (r = .175) at 0.01 significant levels. It indicates that increase of the variable stability causes increase of health, social and overall adjustment of tribes vice versa. The tribes have their own characteristics, culture and social systems. The presence of stability traits may be the reason for their harmonious living pattern.It also influences their overall adjustment especially social adjustment. According to Joshi (1983)'s study generally tribes are good in character. They are calm

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and quiet. They love, obey, serve and believe others.Deshpande (1984) found that tribal students were more emotionally stable. Mark (1984)'s opinion that tribes are honest, simple, truthful hardworking and industrious. They are community conscious, self-reliant and help themselves. The nature of emotional stability affects and strengthens overall adjustment among tribes (Chakrabarti et al, 1998).

Limitations and Suggestions

The present study operated under certain limitations. The data was confined to South Kerala alone and while it may be unique with regard to the cultural context prevailing here, it is possible that a replication of the study in a different part of the country might yield different findings. Hence, future researchers can extend the study by increasing the sample size and by gathering data from all Kerala. More rigorous and sophisticated research combining qualitative and quantitative approaches can be conducted in future to clearly delineate the psycho-social factors connected with these variables.On the whole, the present study can be considered to be important for providing somevaluable information for better understanding of the ethnic groups and will contribute largely to the knowledge about tribal communities in a psychological manner.

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MEDIATORS IN COPING WITH STRESS IN FAMILIES WITH MENTALLY RETARDED CHILDREN

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Abstract

Families of children with disabilities may go through a series of feelings and cycles when they learn of their child's disability, and as they grow and adjust with their child. This study was conducted to assess the mediators which help family members in coping with a child with mental retardation. Total 151 parents of children with mental retardation were interviewed using ***Family Interview for Stress and Coping in Mental Retardation****. Overall test findings reveal that global rating of family adaptation is highly inadequate and factors which contribute to such poor coping skills are high misconceptions and lack of general awareness about mental retardation, high expectations from child and inadequate social support.*

Families of children with mental retardation (MR) are confronted with ongoing challenges and stressful life events that can disrupt most aspects of their home and community life (Blacher et al., 2005). While some families accommodate and adjust their lifestyle to overcome the stressors that are associated with raising a child with a MR, others are not so resilient, and are at risk of experiencing adverse family outcomes and an unbalanced family system (Walsh, 2003).

Consistent with this view regarding indirect influences in the family context, parents of young children with MR are often exposed to a range of stressors, which may include coming to terms with their child's diagnosis, the

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long-term implications of the child's disability, networking the best professional supports, and finding the resources needed to partake in these programs (Guralnick, 2004). Meeting these demands while simultaneously promoting the wellbeing of other family members can be a difficult task for parents and the cumulative effect of these stressors can precipitate episodes of depression, anger, anxiety and marital problems at a parent level. Many issues are likely to emerge for families who are faced with care responsibilities of mentally retarded child.

Based on transactional stress and coping theory, when faced with stressors (such as coping with care responsibilities for a family member with a disability), mental health outcomes are influenced by the coping strategies employed. According to Lazarus &Folkman (1984) there are two major styles of coping that people employ in response to a stressful event: (a) problem-focused coping (that is, actively doing something to reduce the stressor, such as seeking social support, information or services); and/or (b) emotion-focused coping strategies i.e., regulating the emotional consequences of the event, such as "avoidance". In general, emotion-focused coping strategies are associated with more negative outcomes than problem focused coping strategies. At the collective level, problem-focused coping (active behaviours to deal with the problem) are more beneficial than emotion-focused coping (mental and behavioural avoidance strategies) [Pakenham, 1998].

However, what is important is the match between the coping strategies of each member of the couple. It is found that "greater discrepancy between partners' reliance on problem focused coping was related to lower collective depression". The present study was thus targeted to study to study the factors that mediate in copings with stress associated with mentally retarded child.

Objective

The objective of the study is to identify the factors that mediate in effective coping skills of parents with mentally retarded child.

Null Hypothesis

Based upon the objectives following hypothesis have been proposed for the study:

- There will be no significant deficit in global family

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adaptation of parents of children with MR.

- There will be no significant factors that mediate in effectively coping stress experienced by parents of children with MR.

Methodology

Sample

Based upon purposive sampling technique 151 parents of children diagnosed with mild to severe MR (ICD-10 DCR) and falling in the age range of 5-18 years were selected from various special schools of Mysore. Parents of children with profound MR, co-morbid neurological/ psychiatric/ physical illness were excluded from the study. Parents who were co-operative and gave informed consent to participate in the study were chosen for further study.

Sample characteristics reveal that most of the children were male falling in the age range of 14-18 years. They were also the first child of the family. Also, most of the parents were Hindu by religion, belonging to rural background with agriculture as their main occupation. Most of the parents were educated upto 10th std., their environment of house was of average level and belonged to extended family type.

Design

An age stratified single group cross sectional research design based on informant report was used for the particular study.

Tools

- Socio-Demographic and Clinical Data Sheet
- Family Interview for Stress and Coping in Mental Retardation (FISC-MR: Gririmaji et al., 1999): It is a standardized tool to systematically elicit and quantify the stress experienced by the families in caring for their mentally retarded child. Mediators in coping with stress is measured in 4 major areas i.e. awareness, expectations and attitudes, child rearing practices and social support. Overall adaptation is measured by subarea i.e. global rating of family adaptation. A 4 point rating scale is used quantify the mediators in perceived stress. Each area consists of various subscales with group of questions in each subscale. Overall score is calculated by adding scores of each question.

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Statistical Analysis

The Statistical Package for Social Science-16 was used to analyze the data. Descriptive statistics like frequency and mean were used to quantify the mediators which restrict effective coping skills of parents.

Procedure

To begin with informed consent was obtained from the identified special schools to pursue data collection process. These organizations were clearly explained about the particulars of the study. Parents of children fulfilling the inclusions and exclusion criteria were identified and chosen for the study. Subjects were informed about the objectives of the study and its utility in their life and others. Clarifications were made in case primary care giver required more details about the study. Informed consent was obtained from the participating family members prior to the study. Finally, the tools mentioned above were administered on the subjects by adapting interview method.

Results & Discussion

Overall test findings reveal that parents of children with mental retardation have highly inadequate level of global adaptation as mentioned in table 1,

Tables 1, gives anindication of poor coping skills of parents with mentally retardation child. The results show that more numbers of families have inadequate adaptation level or very poor level of adaptation in comparison to families who have achieved adequate level of adjustment. This is inconsistent with the findings of Farheen et al. (2008) who found that 56% of families got well-adjusted with the child with mental retardation.

However, research concerned with families of mentally retarded children has often yielded

Table-1: Global Rating of Family Adaptation of Mentally Retarded Child

	GLOBAL RATING OF FAMLY ADAPTATION			
	MEAN			
Sl.No.	*Extremely Well Adapted*	*Adequate*	*Inadequate*	*Very Poor*
•	1.09	14.78	32.66	16.38

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inconsistent, and at times, contradictory findings (Crinic et al., 1983). Adaptation to a child with mental retardation is a subjective phenomenon and may also depend upon socio-demographic correlates of parents. As parents in the current study are mostly from rural background with primary education level and middle socio-economic status, they may face more obstacles in coping with a mentally retarded child. Several factors have been identified in further results which may contribute to such inadequate level of adjustment process of parents of mentally retarded children.

Table 2, reveals the score in area related to awareness of parents in terms of nature of the problem, its cause, its prognosis and treatments regarding MR. Results reveal that parents have slightly inadequate information about mental retardation, also they have large number of misconceptions related to MR. Providing general awareness and removing misconception is often the task of professional. Peshwaria et al. (1995) have reported that one of the most important inhibitors in coping was the lack of professional support. In other words it implied the failure of the professional in dealing with the child's condition to provide information about him/her and even wrong advice about the child's condition.

In contrast to these findings Farheen et al. (2008) found that 34% parents were highly knowledgeable about the cause, prognosis and treatment of their

Table-2: Awareness about Mental Retardation among Parents of Mentally Retarded Child

Sl.No.	**MEAN**			
	GENERAL AWARENESS ABOUT MR			
	Largely Adequate	*Adequate*	*Slightly Adequate*	*Highly Inadequate*
•	.05	1.19	3.37	1.39
	MISCONCEPTION			
	No	*Almost Absent*	*Present*	*Large*
•	.02	.46	.82	2.70

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child's condition and 45% families had no misconception about MR. The apparent reason behind such contradiction could be the fact that in the current study more parents were from rural background who may lack such awareness and may have stereotypical superstitions and misconceptions which are often prevalent in rural areas. There is thus a need among professionals to organize community based services and reach people in rural areas.

Table 3, reveals the attitude of parents and others towards mentally retarded child. It was found that parents of children with MR have inappropriate expectations from the child, also attitude of family members towards the child is unfavorable and they have unfavorable attitude towards child management. As it is already seen that parents of children have lack of awareness about the problem and have high misconception therefore it is obvious that they have inappropriate expectations from the child. Family members of such families may expect the child to behave like a typically developing child and may assume that problem may be rectified with age and therefore they lack favorable attitude towards management of such child.

Table-3: Expectation & Attitude from a Mentally Retarded Child

	MEAN			
	EXPECTATION FROM CHILD			
Sl.No.	*Largely Appropriate*	*Mildly Appropriate*	*Moderately Appropriate*	*Highly Inappropriate*
•	.36	2.81	4.36	1.47
ATTITUDE TOWARDS CHILD AS A PERSON & FAMILY MEMBER				
	Most Favorable	*Favorable*	*Unfavorable*	*Most Unfavorable*
•	.19	2.54	5.56	1.68
ATTITUDE TOWARDS CHILD MANAGEMENT				
	Most Favorable	*Favorable*	*Unfavorable*	*Most Unfavorable*
•	.18	3.25	5.25	1.32

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Table-4: Rearing Practices Related to Mentally Retarded Child

Sl. No.	Sub Scale-Child Rearing Practices	Mean			
		Most Favorable	*Favorable*	*Un-favorable*	*Most Un-favorable*
•	**General Child Rearing Practices**	.12	2.00	5.19	2.70
•	**Rearing Practice Specific to Training**	.15	2.10	4.57	2.18

Farheen et al. (2008) also found that 32% families had moderately inappropriate expectations from the child with MR, indicating that parents have over expectations from the child. Nihira et al. (1986) also reported that the quality of parenting, educational expectations and aspirations were the two salient environmental variables associated with the child's development. Farheen et al. (2008) further reported that family members had favorable attitude towards the child as a person and a family member and were more positive towards child management.

Table 4, reveal scores of child rearing practices, the results reveal that more parents have unfavorable attitude towards general rearing practices and specific rearing practices. The scores thus reveal that parents of rural families with mentally retarded child are often unaware about general and specific practices which may bring out improvements in the child. Poor educational background may add on to such unawareness. There is thus a need among professionals to educate parents regarding child rearing practices. Peshwaria et al (1995), have also reported that professional and training

Table-5: Social Support to Family of Mentally Retarded Child

Sl.No.	MEAN			
	SOCIAL SUPPORT			
	Best Social Support	*Adequate*	*Inadequate*	*Nil*
1.	.01	.43	3.55	3.01

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management act as facilitators in coping.

Table 5, reveals the mean scores of parents in area social support, it was found that most parents had inadequate social support from family members, friends and relatives. Misconception prevalent in culture and lack of awareness may contribute to such poor social support. Researches indicate that social-emotional support from the spouse, family members, relatives, and friends are facilitators for effective coping.

Peshwaria et al (1995) concluded that physical support from within and outside the family is one of the greatest facilitators in coping. However, in the current study there is a lack of effective social support from family and friends. This could be another reason for poor global adaptation of parents with respect to their mentally retarded child.

Conclusion

Based upon the findings of currents study many factors have been identified which leads to poor coping process of parents of mentally retarded child. Factors such as awareness about the illness, misconceptions, attitude of parents, child rearing practices and social support are very important in leading to adequate level global adaptation process.

It can also be concluded that there are inconsistencies in research findings in terms of adaptation level of parents with mentally retarded child. Socio-demographic variables may contribute to such inconsistencies. Parents of rural areas with lower educational background have more misconceptions and lack awareness about the condition. They have higher expectations from the child which may lead to unfavorable attitude towards the child. There thus arises a need among professionals to organize community based services and reach remote areas of the country and provide education and support to parents of mentally retarded child.

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A CROSS-CULTURAL COMPARISON OF ATTITUDE TOWARDS E-LEARNING OF INDIAN AND IRANIAN UNIVERSITY STUDENTS

Vandana Mehra, Faranak Omidian

Abstract

E-learning refers to the systematic use of networked information and communication technology in teaching and learning. The study was conducted on 800 university students of different faculties and departments of Panjab University and University of Tehran. The main findings of the study were: (1) University students belonging to India and Iran exhibited comparable attitude towards e-learning. (2) Male students exhibited more positive attitude towards e-learning than female students. (3) University students of Arts/Education and Science exhibited comparable attitude towards e-learning.

E-learning can defined as the use of digital technologies and media to deliver, support and enhance teaching, learning, assessment and evaluation (Armitage and O'Leary, 2003). E-learning refers to the systematic use of networked information and communication technology in teaching and learning (Naidu, 2003). Naidu (2003) stated that the term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web based learning. As the letter "e" in e-learning stands for the word "electronic", e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices. Therefore, various types of e-learning activity are :

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- individualized self-paced e-learning online
- individualized self-paced e-learning offline
- group-based e-learning synchronously
- group-based e-learning asynchronously.

Sharma and Mishra (2007) presented a pedagogical framework of e-learning: Experience-Reflect-Interact-construct (ERIC). They believe that the pedagogy of e-learning should take into account the flexible delivery option and provide learning experience to be accessed by the learner *anywhere, anytime.* This will include reading of materials on the web, listening to audio, watching video, and experiencing animations and simulations. This will be followed by learner reflection activity that should be designed a priori. Having performed the reflective activities, the learners should now be given opportunity to interact both in synchronous and asynchronous mode. The last phase is to facilitate construction of knowledge by the learner through group work, projects, presentations and other creative activities.

Attitude towards e-learning

Attitude is defined as an individual's positive or negative feelings (evaluative effect) about performing the target behaviour (Van Raaij and Schepers, 2008). This means that learners' positive or negative feelings of participating in e-learning activities through computer use will directly influence their behaviour to use online learning to study. Different students have different insights on online learning. Understanding students' attitudes towards e-learning can help to determine the extent to which students utilize the e-learning system (Ong and Lai, 2006).

Related Studies

Burgess (2003) in his study on "Web CT as an e-learning tool: A study of technology student's perception" concluded that students who had only initial experience had more positive attitude towards Web CT. Web CT was a useful tool for students who are comfortable with the technology and do not encounter serious technical problems.

Paris (2004) conducted a study on secondary students attitudes towards Online Web Assisted Learning (OWAL). Results showed a strong positive tendency by students towards

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OWAL. Students preferred OWAL because they could get most of the diagrams required for school projects more readily from an Internet site than from a textbook, they found the graphics on a web site more appealing and students believed they could find additional information more easily from the Internet. Moreover, there was no significant difference in attitudes towards OWAL for males or females.

Childs, Blenkinsopp, Hall and Walton (2005) conducted a study on "effective e-learning for health professionals and students-barriers and their solutions." The results of the interviews and questionnaire survey showed that learners felt that e-learning was effective and improved education and training : the key benefit of e-learning was the flexibility it provided. But, the learners gave some agreement to the barriers caused by time issues, poorly designed packages, lack of face-to-face teaching, lack of skills, lack of support and costs. They agreed strongly on the following solutions: blended teaching, user-friendly packages, skills training, free courses and access to technology.

Smart and Cappel (2006) compared students' perceptions of integrating online components in two undergraduate business courses which are referred to as the "required course" and the "elective course". Students enrolled in the elective course had greater awareness at the Michigan Virtual University, they rated the online modules better than those in a required course. However, there was no significant difference between male and female students' perception of online learning.

Svirko and Mellanley (2008) assessed attitudes towards e-learning, learning style and achievement in learning neuro-anatomy by medical students. Most students (61%) reported that Computer Aided Learning (CAL) course was easy to follow, however 20.7% disagreed that it was. Only 26% of students agreed that they enjoyed the CAL course, whereas 40.2% disagreed. 74% of participants were happy with the current amount of information in the CAL course.

Al-Doub, Goodwin and Al-Hunaiyyan (2008) examined students' attitudes towards e-learning in Kuwaiti Higher Education. Results indicated that the students in both the government and private sectors were keen to use e-learning. Female students used and valued e-learning more than the male students.

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Rezaei, Movahed Mohammadi, Asadi and Kalantry (2008) in their research on "predicting e-learning application in agricultural higher education using technology acceptance model" found that perceived usefulness, internet experience, computer self-efficacy and affect had positive relationship with students' intention to use e-learning system. Instead, computer anxiety and age had negative relationship with students' intention to use e-learning.

Liaw and Huang (2011) reported that male students have more positive e-learning attitudes than female students. Also, computer related experience is a significant predictor on learner's self-efficacy and motivation towards e-learning.

Bhuvaneswari and Padmanaban (2012) conducted a study on 800 senior secondary level school students to investigate their attitude towards e-learning. They found that : Male students exhibited better attitude towards e-learning as compared to female students. Science students exhibited better attitude towards e-learning than arts students. Private school students exhibited better attitude towards e-learning as compared to government school students.

Suri and Sharma (2013) conducted an exploratory study to study the impact of gender on attitude towards computer technology and e-learning on 477 students in various departments of Panjab University. Results showed no significant difference in attitude towards e-learning with respect to gender.

Rationale of the Study

A perusal of the above research studies reveals that students, on the whole had positive attitude towards e-learning. Students felt that e-learning was effective, efficient and satisfying to use. E-learning offers both teachers and learners access to anywhere, anytime "information rich" resources. So, the present study was conducted to compare attitude towards e-learning of university students of India and Iran.

Objectives of the Study

- To compare Indian and Iranian university students with respect to their attitude towards learning.
- To study students attitude towards e-learning of India and Iran in relation to

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- gender
- different faculties (Science, Arts)
- interaction between country type and gender
- interaction between country type and different faculties
- interaction between gender and different faculties
- interaction between country type, different faculties and gender.

Hypotheses

H1: There is no significant difference between mean scores of Indian and Iranian university students on attitude towards e-learning.

H2: There is no significant difference between mean attitude scores of male and female university students towards e- learning.

H3: There is no significant difference between mean attitude scores of university students belonging to different faculties viz. Arts / Education and science.

H4: There is no significant interaction between country type and gender with regard to students' attitude towards e-learning.

H5: There is no significant interaction between country type and faculty type with regard to students' attitude towards e-learning.

H6: There is no significant interaction between gender and faculty type with regard to students' attitude towards e-learning.

H7: There is no significant interaction among country type, faculty type and gender with regard to students' attitude towards e-learning.

Method

Descriptive method of research was employed in the present study to survey, describe and investigate the existing attitude towards e-learning of university students. ANOVA was employed to study attitude towards e-learning in relation to gender, country type and faculty type.

Sample

The population of this study consisted of all the postgraduate students who were studying in Panjab University, Chandigarh (India) and University of Tehran, Tehran (Iran). 800 post-graduate students of different faculties and departments of Panjab University and University of Tehran were the

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sample of the present study.

Stratified sampling technique was employed, as 800 post graduate students of the following departments were selected as given in the sample details. From each department, 40 students were selected randomly.

Tools Used

Attitude Scale towards e-learning was developed by the investigators. The scale had 83 item in six domains, viz., perceived usefulness, intention to adopt learning, ease of e-learning use, technical and pedagogical support, e-learning stressors and pressure to use e-learning. Reliability of the scale was found to be 0.834. Content validity of the scale was established.

Data Collection

The scale was administered to post-graduate students of different departments of Panjab University and University of Tehran. Next, scoring was done.

Data Analysis

2×2×2 ANOVA was employed for analyzing students' attitude towards e-learning scores.

Main effects

Country

F-ratio for the difference in the students attitude scores of Indian and Iranian universities was found to be not significant even at 0.05

Sample Details

Faculty	*Department*	*Number*	
		Indian	*Iran*
Arts/Education	Education	40	40
	Mass Communication	40	40
	Geography	40	40
	Psychology	40	40
	Political Science	40	40
Science	Computer Science	40	40
	Biotechnology	40	40
	Statistics	40	40
	Physics	40	40
	Chemistry	40	40
	Total	**400**	**400**

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Table-1: Means and S.D.'s of Sub-samples of Students' Attitude towards e-learning Scores

Country	*Faculty*	*Gender*	*Mean*	*Std. Deviation*	*N*
India	Science	Male	190.5104	35.68812	96
		Female	186.9231	36.78135	104
		Total	188.6450	36.21431	200
	Arts	Male	190.8667	40.52193	90
		Female	190.7727	37.42409	110
		Total	190.8150	38.74943	200
	Total	Male	190.6828	38.00016	186
		Female	188.9019	37.07618	214
		Total	189.7300	37.47202	400
Iran	Science	Male	196.1000	35.83088	110
		Female	187.2444	41.75458	90
		Total	192.1150	38.76150	200
	Arts	Male	193.4608	36.29491	102
		Female	184.0612	37.23146	98
		Total	188.8550	36.96561	200
	Total	Male	194.8302	35.99354	212
		Female	185.5851	39.38713	188
		Total	190.4850	37.86190	400
Total	Science	Male	193.4951	35.78646	206
		Female	187.0722	39.06398	194
		Total	190.3800	37.50276	400
	Arts	Male	192.2448	38.25455	192
		Female	187.6106	37.39432	208
		Total	189.8350	37.83327	400
	Total	Male	192.8920	36.95611	398
		Female	187.3507	38.16232	402
		Total	190.1075	37.64578	800

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Table 2: Summary of 2×2×2 ANOVA for Student's Attitude towards e-learning Scores

Source	*Type III Sum of Squares*	*df*	*MSS*	*F*	*Sig.*	*Result*
Country	39.989	1	39.989	.028	.867 NS	NS
Faculty	32.485	1	32.485	.023	.880 NS	NS
Gender	5981.861	1	5981.861	4.223	.040 S	S
Country * faculty	1250.154	1	1250.154	.883	.348 NS	NS
Country * gender	2640.302	1	2640.302	1.864	.173 NS	NS
Gender * faculty	108.136	1	108.136	.076	.782 NS	NS
Country * faculty * gender	202.633	1	202.633	.143	.705 NS	NS
Error	1121758.590	792	1416.362			
Total	3005674.201	800				
Corrected Total	1132346.755	799				

S – The mean difference is significant at the 0.05 level

NS – The mean difference is not significant at the 0.05 level.

level of confidence. Hence, H1 was retained as the students belonging to the two countries exhibited comparable attitude towards e-learning.

Gender

F-ratio for the difference in the attitude scores of male and female Indian and Iranian university students was found to be significant at 0.05 level of confidence leading to the inference that the gender of the students had a significant effect on attitude scores towards e-learning. Male students (mean = 192.8920) indicated a more positive attitude towards e-learning than female students (mean=l 87.3507). Thus, H2 was retained.

Faculty

F-ratio for the difference in the students' scores on attitudes towards e-learning of different faculties, that is, arts / education and science was found to be not significant even at 0.05 level of confidence. Thus, H3 was retained as the Indian and Iranian students belonging to arts / education and science exhibited comparable students attitudes towards e-learning.

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Interaction effects

Gender × Country type (G × C)

F-ratio for the interaction between gender and country type was not found to be significant even at the 0.05 level of confidence. This suggests that gender and country type do not interact to yield significant differences on the attitudes scores of students towards e-learning. Thus, H4 was retained.

Faculty × Country type (F × C)

F-ratio for the interaction between faculty and country type was not found to be significant even at the 0.05 level of confidence. This suggests that faculty and country type do not interact to yield significant differences on the attitudes scores of students towards e-learning. This study could not provide sufficient evidence to reject the null hypothesis H5.

Gender × Faculty (G × F)

F-ratio for the interaction between faculty and gender was not found to be significant even at the 0.05 level of confidence. This suggests that faculty type and gender do not interact to yield significant differences on the attitudes scores of students towards e-learning. This study could not provide sufficient evidence to reject the null hypothesis H6.

Country × Faculty × Gender (C × F × G)

F-ratio for the interaction between country type, faculty type and gender was not found to be significant even at the 0.05 level of confidence. Thus, H7 was retained as the three variables were independent of one another with regard to attitude towards e-learning.

Discussion of Results

Results

Hypothesis 1, "There is no significant difference between mean scores of Indian and Iranian university students on attitude towards e-learning" was retained as students belonging to different countries exhibited comparable attitudes towards e-learning. This finding suggests that Indian education culture is near to Iranian culture and both countries are emerging economic countries.

Hypothesis 2, "There is no significant difference between mean attitude scores of male and female university students towards e-learning" was rejected as the gender of the students had a significant effect on attitude scores

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towards e-learning. Male students indicated a more positive attitude towards e-learning than female students. This findings was consistent with studies of researchers (Gay, Mahon, Devonish, Alleyne & Alleyne, 2006; Ibrahim, Silong & Samah, 2002) who found that male students tended to have more positive attitude towards online learning as compared to female students. But, other researchers (Al-Doub, Goodwin & Al-Hunaiyyan, 2008; Hashim and Mustapha, 2004; Keller & Cernerud, 2002; reported that female students use and value e-learning more than the male students. Smart and Cappel (2006) and Paris (2004) also discovered that there was no significant different in attitudes towards e-learning for males or females. The interpretation of this finding is that boys may be more prone to risk taking and willingness to assume change, but at the same time they challenge new ideas, girls, on the other hand, were less prone to risk taking and, in general terms, may avoid change.

Hypothesis 3, viz., "There is no significant difference between mean attitude scores of university students belonging to different faculties viz., Arts / Education and science" was retained as the Indian and Iranian students belonging to arts/ education and science exhibited comparable attitudes towards e-learning. But Burgess (2003) reported that Technology Education undergraduate majors had a strong positive response to the question of the usefulness of WebCT as a course tool.

Hypothesis 4, viz., There is no significant interaction between country type and gender with regard to students' attitude towards e-learning "was retained as students who belonged to different countries regarding to gender exhibited comparable attitude towards e-learning.

Hypothesis 5, viz., There is no significant interaction between country type and faculty type with regard to students' attitude towards e-learning "was retained as Indian and Iranian students who belonged to different faculties namely arts and science exhibited comparable attitude towards e-learning.

Hypothesis 6, viz., "There is no significant interaction between gender and faculty type with regard to students' attitude towards e-learning "was retained as female and male students who belonged to different faculties namely arts and

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science exhibited comparable attitude towards e-learning.

Hypothesis 7, viz., There is no significant interaction among country type, faculty type and gender with regard to students' attitude towards e-learning "was retained as the three variables were independent of one another with regard to attitude towards e-learning.

The Final Words

E-learning can be employed for enhancing effectiveness of teaching and learning of students. Institutions must organize training program for increasing e-skills among students and thereby improve their attitude towards e-learning.

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PREVENTIVE MEASURES AGAINST HIV/AIDS

Nimai Charan Das

Abstract

Human Immuno-deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) are threatening to human life. HIV is a virulent virus which enters the human body through sex contact, blood contact and from mother to her baby during pregnancy, delivery and breast feeding. Within a period of 10 years HIV damages the immune system and develops symptoms of AIDS and subsequently kills the victim.

There is neither vaccine nor cure of AIDS. So preventive measures should be undertaken against HIV/AIDS by everyone.

Introduction

Through the biological process of evolution human being possesses a strong immune system in the body to save the life against infection. But if Human Immuno-deficiency Virus (HIV) enters the human body either through sexual contact or blood contact or from mother to her baby during her pregnancy or delivery of the baby or during breast feeding to her baby then the human body will be infected with HIV which will damage the immune system and kill the victim by developing Acquired Immune Deficiency Syndrome (AIDS) after a period of about 10 years of the HIV infection. HIV is the primary causative viral agent resulting in AIDS in humans (Bhattacharjee, 2007).

In the epic of Mahabharata there was a mention that there was a battle between the Kauravas and the Pandavas. The 7 warriors of the Kauravas attacked Abhimanyu (son of Arjuna, the 3rd Pandava). But the Pandavas were helpless to save the life of Abhimanyu who was killed mercilessly in that war. Here the 7 killers of the Kauravas may be compared with 7 letters i.e., HIV/AIDS. The Pandavas

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may be compared with the human immune system which defends the human life against the infections.

Objectives

As there is neither vaccine nor cure of HIV/AIDS, death is inevitable sooner or later. Of course early detection and proper scientific treatment of it may lengthen the life span of the HIV infected person to a certain extent.

The best policy is to prevent the HIV infection by all means by adopting suitable preventive measures against HIV/AIDS.

Review of Previous Studies

The following studies are reviewed to throw light on HIV/AIDS. According to Rajamanickam (2006) information about this disease (AIDS) was available only from 1980s. But it was somewhat traced in 1979 in America from the Ugandian blood sample drawn in 1972.

According to Rao (2000) in 1983 HIV was discovered by the scientists in France and the routes of transmission of HIV was confirmed.

Different authors expressed their different opinions about the year of first infection by HIV in human being. But the scientists were confirmed about the routes of transmission of HIV into the human body. It was also presumed that HIV was transmitted from animal (green monkey) to the human being in Africa at first.

In 2003 about 5 million people were infected with HIV and 3 million people died of AIDS. Recently about 46 million people are living with HIV/AIDS & 20 million people died of AIDS. Globally unprotected and unsafe sexual behaviour is the predominant mode of HIV transmission from infected person to the non-infected person (Lavanya & Iyer, 2011).

Sign & Symptoms of AIDS

The main signs and principal symptoms of AIDS are as follows:

- Chronic fever with coughing & diarrhea with rapid loss of weight.
- The victim may suffer from serious diseases like tuberculosis, cancer, pneumonia, etc.

Prevention against HIV/AIDS

As there is neither vaccine nor radical cure of HIV infection so preventive measures must be adopted. Prevention against HIV/AIDS is the only way to save the human life. The following

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preventive measures (P.M.) are suggested.

P.M.1. Counselling the adolescent people and also marriageable people is most essential for prevention of the dreadful disease.

P.M.2. Blood test for HIV/AIDS must be done before marriage of all prospective bridegrooms and brides.

P.M.3. Techniques of family planning (specially the proper & scientific use of condoms) should be imparted for safety and security of lives of the present and future generations. The new born babies may acquire this virulent virus (HIV) from its mother during her pregnancy, delivery & breast feeding though HIV/AIDS are not hereditary.

P.M.4. Unsafe and unprotect sex should be prevented.

P.M.5. Blood should be medically tested for HIV/AIDS before blood transfusion and use of blood products for any purpose.

P.M.6. Common syringe should not used before sterilization for injecting medicines or psycho-active drugs like cocaine, heroin, morphine, etc.

P.M.7. Fresh blade should be used for saving and even cutting nails.

P.M.8. Medical preventions against HIV/AIDS should be undertaken for all kinds of surgery (both major and minor).

P.M.9. Biology of sex for imparting sex education should be included in the syllabus for students of IX & X in all high schools (Government & Non-government).

P.M.10. Scientific knowledge about HIV/AIDS should be published in books, magazines, periodicals and focused through mass media i.e., news papers, Radio, Television, inter-net in all languages irrespective of caste, creed, race, religion, etc.

P.M.11. According to Gupta and Sharma (2005) the practice of meditation demonstrates the positive effects on HIV patients. Different types of physical exercises, yogic exercises,

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pranayams, and meditation should be practised to divert the attention of all from evil designs of unhealthy life like drug addiction, visiting prostitutes, etc. to positive living and healthy life style.

P.M.12. Reckless sexual behavior and ignorance about dreadful infection by HIV which are responsible for spread of AIDS epidemic must be stopped and removed (Lavanya & Iyer, 2011).

P.M.13. According to National AIDS Control Organization (NACO) as noted by Sahu (2004) HIV/AIDS, at present, is incurable, but transmission of HIV is preventable. Therefore, education and counselling form an important component for HIV/AIDS prevention and management

P.M.14. According to Pavri (1996) poverty and ignorance are significant factors which aid and abet HIV and AIDS.

P.M.15. Peer and outreach workers too should be given training on how to address the issues of stigma and discrimination. Fear, being the crux of stigma, can be reduced when people see that HIV is not a disease with an automatic death sentence. There is a need to facilitate the formation of support groups so that discrimination and stigmatization is collectively challenged (Dhaliwal, 2001).

Conclusions

In conclusion it may be stated that HIV is a virulent virus which should be prevented by all means as there is neither vaccine nor cure of it. Public awareness about the impending dangers to be caused by HIV should be done through mass media and others. Counselling the people in general and HIV/AIDS patients in particular to adopt preventive measures against the transmission of HIV from the infected person to the non-infected people must be undertaken and imparted.

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PARENTAL 'ATTACHMENT' AND 'SUPERVISION' FOR SELF-CONTROL IN JUVENILE DELINQUENTS

Cynthia Sara James, Jasseer, J.

Abstract

The increasing number of cases of juvenile delinquency is a major area of concern among psychologists. The present study examined the effect of parental attachment and parental supervision as predictors of self control among juvenile delinquents. The sample selected for the purpose of the study is 299 ranging from 12-17 years old. The measures used for the study was Parental Attachment Scale, Parental Supervision Scale, and Self Control Scale. Multiple regression analysis was applied to test the hypothesis. The findings of the study revealed that parental attachment and parental supervision are predictors of self control, but parental attachment is the main significant predictor of self control and it points to the importance of the need for counseling and guidance to the parents and juvenile delinquents. The results of the study can be fruitful for further academic studies as well.

Introduction

Juvenile delinquency is a deviant behaviour exhibited by persons of tender age. Erratic acts depicting the defiance of norms, rules and regulations, and violations of law, committed by them are not only injurious to individuals and groups but also blur the future of the society and nation (Lavania, 1993). Juvenile delinquency is a complex social problem, the rapid increase of which is becoming a threat to the very basic structure of society. It is a rife in all communities and countries and has emerged as a serious social evil with the passage of time.

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Delinquency is a social maladjustment and a vital area of human concern. It is not a recent phenomenon. It has been a part of human behaviour since man started living in a society. The increasing rate of crime and delinquency in India and abroad has drawn the attention of social thinkers, psychologists, educationists, and others towards this baffling problem of human society. The incidence of juvenile delinquency is rising in developing countries due to rapid social changes, economic development, rural urban migration, social disorganization.

Delinquent behaviour must be a concern of the entire community and not just dismissed as a problem to be tackled by the police, courts or professional agencies. Parent's involvement is essential to eradicate this social evil. A combined effort would help foster a non-criminogenic milieu.

There are various external and professional factors that play a role in the development of delinquent behaviour, one of the most important being the role of parents. Parental attachment refers to the social ties adolescent with their parents. Hirschi (2002) describes parental attachment as "closely tied" or "emotional bond". A weak parent–child attachment increases the likelihood that the adolescent will commit criminal offences because he or she is less sensitive to his or her parent's opinion (Rankin & Kern, 1994). It is found that children who spend more time with their parents are having strong parental attachment and strong self control (Akers, 1998).

Another significant factor in determining whether a child will engage in normal or delinquency behaviour pattern is parental supervision. Children who are inadequately supervised are at the greatest risk of becoming delinquent. Wright and Wright (1994) suggests parental monitoring during the early years and later in adolescence appear to act as buffers, preventing delinquent behaviour and assisting adolescent involved in such behaviour to desist from delinquency. Lynsky, Winfree, Esbensen, and Clason (2000) found that parenting monitoring had a stronger effect on self control than any other parental factors. This study noted that poor parental monitoring and inconsistent discipline were related to low self control. These studies suggest that parental monitoring should be considered as an important factor in developing self-control.

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Another influential factor in determinig how a child become a delinquent is self control. Low self-control is comprised of a list of six elements that Gottfredson and Hirschi(1990) deem necessary for an individual to express the trait. Impulsivity is at the top of the list. They argue that criminal and/or deviant acts provide immediate gratification and that people with low self-control are more likely to be attracted to behaviors that will suffice their need now rather then later. According to Gottfredson and Hirschi (2003), delinquency is less likely to happen when the person tries to control his or her own behaviour (self control) and the factors which cultivate the self control- parental supervision and parental attachment are present.

On the basis of literature review, following hypothesis is formulated in the present study:

Hypothesis

H1: Parental attachment and parental supervision will significantly predict self control among juvenile delinquents.

Method

Sample

The total sample of the study comprised of 299 children drawn from various juvenile homes of Kerala. The purposive sampling method was adopted.

Tools

Three test matrials were used to collect the data.

- **Parental Attachment Scale (Sara James, & Jasseer, 2012):** The parental attachment scale consists of 20 items. The items in the scale are represented as statements against which four response categories viz., 1, 2, 3 and 4 are given, representing 'strongly agree, agree, disagree, and strongly disagree respectively. The higher the score, the greater is the parental attachment.

  Reliability & Validity: The split half reliability of the test was found to be 0.94. The scale is reported to have content validity.

- **Perceived Parental Supervision Scale (Sara James, & Jasseer, 2012):** The perceived parental supervision scale consists of 22 items. The items in the scale are represented as statements against which four response categories viz., 1, 2, 3 and 4 are given, representing 'strongly agree, agree, disagree, and strongly

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disagree respectively. The higher the score, the greater is the perceived parental supervision.

Reliability & Validity: The split half reliability of the test was found to be 0.92. The scale is reported to have content validity.

- **Self-control Scale (Sara James & Jasseer, 2012):** The self control scale consists of 18 items. The items in the scale are represented as statements against which four response categories viz., 1, 2, 3 and 4 are given, representing 'strongly agree, agree, disagree, and strongly disagree respectively. The higher the score, the greater is the self control.

  Reliability & Validity: The split half reliability of the test was found to be 0.95. The scale is reported to have content validity.

- **Personal data schedule:** The investigator developed a personal data schedule in order to collect data regarding relevant variables.

Procedure

Permission to conduct the study was obtained from the concerned authorities of juvenile homes. Purposive sampling technique was employed for selecting the children. All the participants were personally contacted for data collection. Personal information of participants was acquired through Personal data schedule and the confidentiality of their information was ensured. The participants were asked to fill all these measures according to the mentioned instructions on these three tests. Particpants were thanked for their cooperation in the study. For analyzing the data, statistical technique multiple regression analysis was used.

Results and Discussion

The data were analyzed to find out valid answers to the hypothesis formulated for the study. In the present study multiple regression was done to find out the predictors of self control among juvenile delinquents. The details of the outcome of multiple regression analysis done on the data are presented in Table 1.

In order to identify the predictor variables of self control, a step wise multiple regression analysis was conducted with self control as independent vaiable, and the variables namely, parental

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Table-1: Results of Regression Analysis with Self-Control as Dependent Variable

Sl.No.	*Variables*	*B*	*Std. Error*	*Beta*	*R*	R^2
1	Parental attachment	.563	.04	.54	.94	.897
2	Parental supervision	.50	.05	.43	.95	.920
Constant		-17.83	1.59			

attachment and parental supervison as dependent variables. The results obtained from the analysis are given in Table 1.

The results obtained from regression analysis given in table 1 showed that the two variables identified as significant predictors of self control jointly explained 92.0 percent of variance in self control. The multiple correlation was (R) was 0.95 and the multiple correlation square(R^2) was .920.

Parental attachment was the first variable included in the regression equation for self control. This variable independently explained 89.7 percent of variance in self control. The multiple correlation (R) was .94 and (R^2) was 0.897. The beta value for parental attachment was 0.54. The beta value was positive, which showed that high score in self control was associated with high score in parental attachment.

Parental supervision was the second variable entered into the regression equation. It contributed an additional 2.3 percent of variance in self control. That is, it raised the multiple correlation from .94 to .95 and therefore the R^2 raised from .897 to .920. The second R^2 (.920) showed that parental attachment and parental supervision together explained 92.0 percent of variance in self control. The beta value was 0.43. That was a positive value indicating the positive relationship between perceived parental supervision and self control.

To compare the strength of contribution made by each variable, the beta value was used. The beta obtained by the variable parental attachment was the largest beta value among the obtained two beta values. This showed that parental attachment was the strongest unique contribution to explaining self control than the

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variance explained by the second predictor variable.

The next highest beta value was obtained for peceived parental supervision showing the next strongest unique contribution.

With the help of obtained constant value and B weights, the following regression equation for self control was formulated

$Y = -17.837 + 0.563X_1 + 0.500X_2$

Where, Y= self control, X_1= Parental attachment, X_2= Parental supervision.

The present study showed that parental attachment is an important factor to determine the extent of self control. Parental supervision was the next prominent factor that determining the extent of self control. The results support the previous findings which stated that parental attachment is a strong predictor of self-control. The significance of parental attachment to self-control, and parental monitoring and discipline to self-control has been noted by some researchers (Cochran et al., 1998; Gibbs et al., 1998; Hay, 2001; Polawaski, 1994). The results are also supported by the idea given by Hirschi. Hirschi (2002) views the parent child bond or attachment as the vehicle by which "parental ideals and expectations" are passed on. The absence of nurturance, training, and discipline are common among individuals exhibiting low self-control, so the parents are identified as the pivotal party in developing self- control (Roberts et al., 2009). It emphasizes that parental attachment and parental supervision plays an important role in one's self control. Unsuccessful child rearing is, according to Gottfredson and Hirschi (1990), the primary cause of low self-control. It is also Hirschi's belief that if attachment to parents is not present, a child will not feel attachment to anyone else. Therefore, a child will have a lack of concern when committing delinquent acts regardless of the societal circle he/she is in.

Conclusion

The recent spurt in cases of juvenile delinquency has rung alarm bells in our society and needs to be addressed with desired urgency and promptitude. It is therefore high time to make preventive measures and educate parents and society about the practices that defer causes of delinquency, for the well-functioning of the children, family and society. The findings from this study will be helpful to better comprehend the role of parental attachment and parental supervision in preventing

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delinquency. It can be said that the self control of delinquents can be enhanced through parental attachment and parental supervision. Psychologists, educationists, and sociologists, all agree that influence of parents happens to be the most significant during child development. The results of the present study also supports this. There is a need for proper planning and conscious efforts from the part of parents in monitoring the children and developing a strong parental bond in their children towards them. The present study leads to the conclusion that proper guidance and counseling to the parents as well as delinquents is the need of the hour. The study would be useful for psychologists, counsellors etc. There is a need to educate families, and parents about the importance of the better care of adolescents to prevent delinquency.

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LEARNING PROBLEMS IN BIOLOGICAL SCIENCES FACED BY IX CLASS STUDENTS IN HYDERABAD

Qudsia Hafeez

Abstract

The development and progress of our country depends on the development of science and technology. Biological Science influences our lives in every aspect like Green revolution, White revolution, Blue revolution, welfare of mankind and environment in every sphere , and our continued existence as a free nation depends upon the continuing discoveries of our scientists. Teaching of Science has become an unavoidable part of general education. It has been made a compulsory subject in every system of school education right from the elementary stage. Learning of Science depends much on the teaching methodology employed and the varied learning experiences provided to the students. The present study employs descriptive survey method of research to find out the problems faced by the IX class students in learning Biological Science in private and government schools of Hyderabad. A representative sample of 100 students studying in IX class, 50 from private schools and 50 from government schools was drawn using Simple Random Sampling Method under the Probability Sampling. The tool used was a closed form of questionnaire constructed by the researcher, comprising of 25 questions on a two point scale, for the students of class IX studying Biological Science. The results were tabulated and percentages were worked out for analysis and interpretation. The findings revealed a significant difference in problems faced by the private and government school students related to learning of Biological Science.

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Introduction

Biology is formed by the synthesis of two great words "Bios" and "Logos". "Bios" means "Life" and "Logos" means "Discourse of study". Thus Biology is also known as science of life today. Life Sciences can be defined as "a systematic study of living things or study of nature". The term Biology was given to the science of life in the year 1802.

The Biology courses in the secondary schools in the early 1900 were not integrated courses; they consisted essentially of combining the three science disciplines of Botany, Zoology and Human Physiology into a simple course. Zoology had been incorporated into the school curriculum about 1825. At that time Botany and Zoology were taught for their use, for religious and aesthetic feelings and for recreation. Inadequate textbooks were employed and students were required to observe specimens to verify their readings in textbooks.

The Education Department of the State New York issued syllabus for high school in 1905. As the course in Biology included in the secondary school curriculum, the emphasis on course content shifted from the classical taxonomic to physiological and phylogenetic approach. Although there are today a number of schools that teach biology with emphasis on morphology and classification of the various types of plant and animal groups, the modern trend stresses on the biochemical approach.

Biology is taught with the following objectives.

- Providing practical knowledge of the content.
- Providing advanced information.
- Developing skills, knowledge, interests and appreciation, application and understanding through the teaching of life science.
- Stimulating the spirit of investigation and invention.
- Improving the power of observation and experimentation.
- Developing the problem solving capacities.
- Understanding the utility of Biological Science to the modern life.
- Inculcating the ideals like truthfulness, open-mindedness and reflective thinking in learning.

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Significance of the Study

UNESCO mission report on science teaching says, "The guiding principle of science education consists in combining theory and practice." There are different methods by which Biological Sciences can be taught like lecture method, lecture cum demonstration method, heuristic method, project method and laboratory method. The area which needs more concern is the practical application and understanding of science in our daily activities. The barriers of doing practical work should be identified and rectified for the smooth achievement of learning experiences by the students.

Hence the researcher felt the need of this study so that students can be encouraged to develop scientific skills and attitude towards Biological Science and applied life sciences, minimizing their problems faced during learning Biological Science.

Objectives of the Study

Following were the objectives:

- To study the problems faced by IX class students in learning Biological Science.
- To find out about the infrastructure facilities available in private and government schools.
- To study the difference between problems faced by the private and government schools students.

Hypotheses of the Study

Below cited objectives were defined:

- The students of IX class face problems in learning Biological Science.
- There is difference in the infrastructure facilities available in private and government schools for teaching Biological Science.
- There is difference in problems faced by the private and government school students related to learning of Biological Science.

Delimitations

The major limitation of this study revolves around sampling issue (size and selection), as the study has rallied primarily on a small sample drawn from IX class only, in learning Biological Science subject. Further all the schools in the sample were private and government schools from Hyderabad city only.

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Design

Descriptive Survey Method of research was employed in the present study in problems faced by the private and government school students related to learning of Biological Science.

Sample

For the purpose of the present study, a representative sample of 100 students studying in IX class, 50 from private schools and 50 from government schools was drawn using Simple Random Sampling Method under Probability Sampling Method. Number of schools - 10, 05 private schools and 05 government schools.

Tool Used

The tool used was a closed form of questionnaire comprising of 25 questions based upon the objective which was constructed by the researcher on a two- point scale (YES/NO) for the students of IX class of private and government schools.

Statistical Analysis

The results were tabulated and percentages were worked out for analysis and interpretation.

Administration of Test and Collection of Data

Researcher went to the schools and administered the questionnaire to 10 students of each school from the sample of the schools selected. The researcher explained the philosophy behind the research study and cleared any doubt and gave enough time to the respondents to answer the questions. To elicit the actual responses it was also announced that their responses will be kept secret and will be used only for research purpose. The questionnaires were collected on the same day personally.

Analysis and Interpretation

Analysis and Interpretation are the central steps in the research process. Analysis is not complete without interpretation and interpretation cannot proceed without analysis. Both are thus, independent.

Based on the closed form of questionnaire, comprising of 25 questions used; to study the problems faced by the IX class students in learning Biological Science in private and government schools of Hyderabad, the following components were analyzed:

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Components No.1

- On the language understanding by the students, of their Biology Teacher.
- The correction of exercise books of students by their Biology Teacher.
- Homework of students including drawing diagrams.
- Students taken to Science Exhibitions.
- Schools organizing field trips.

Components No.2

- Biology teacher using other language while teaching Biological Science in addition to the medium of instruction.

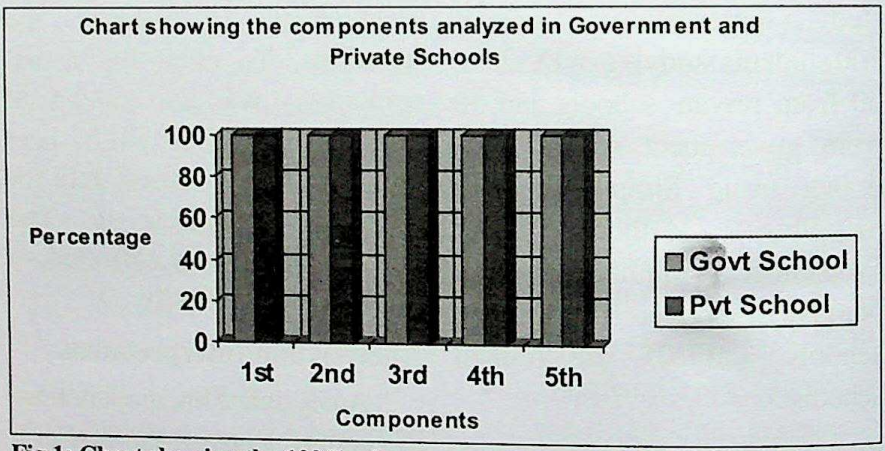

Fig.1: Chart showing the 100% of responses given on the components analyzed in Government and Private Schools.

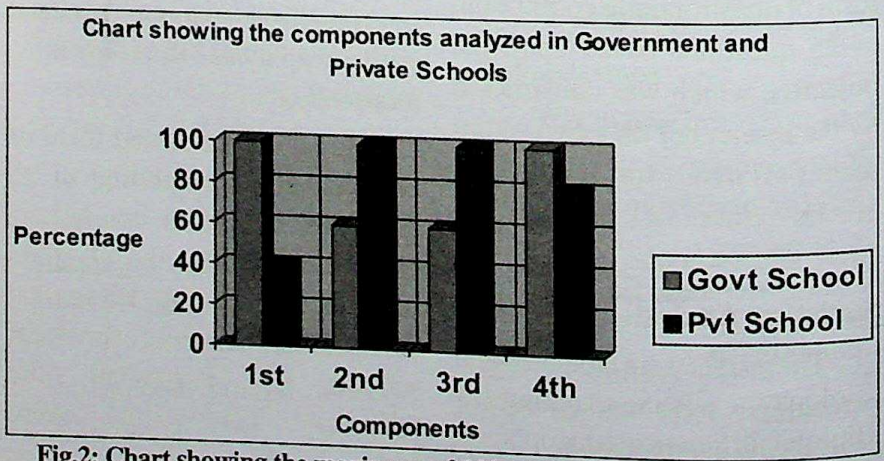

Fig.2: Chart showing the maximum of 100-80% of responses given on the components analyzed in Government and Private Schools.

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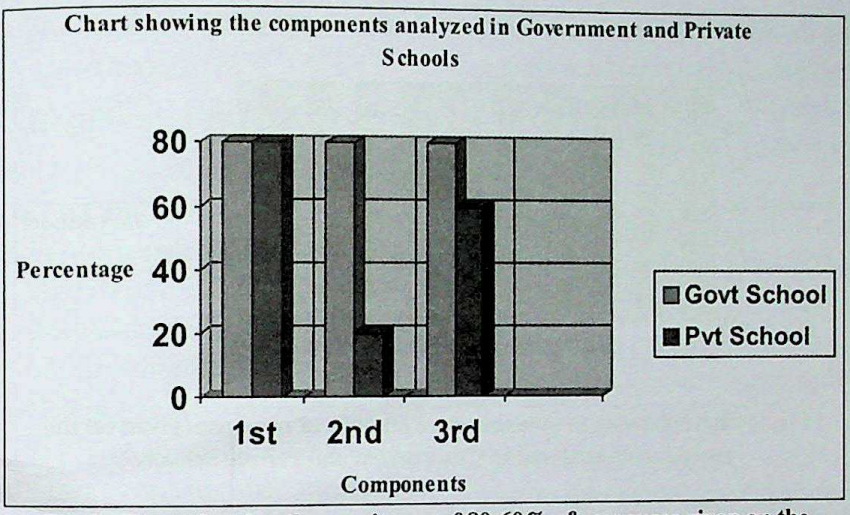

Fig.3: Chart showing the maximum of 80-60% of responses given on the components analyzed in Government and Private Schools.

- Usage of Audio/Visual aids while teaching Biological Science.
- Biology Teacher helping students in practicing diagrams.
- School organizing Science Exhibitions.

Components No.3

- Biology Teachers giving project work to students.
- Biology Teachers prescribing the use of record books to students.
- Schools having library facility.

Components No.4

- Biology teachers teaching Biological Science concepts through lecture method in the classroom.
- Biology teachers also using demonstration method while teaching Biological Science concepts in the classroom.
- Biology teachers suggesting supplementary reading material to students in addition to their textbooks.
- School Libraries equipped with enough books/reference material in the subject Biological Science.
- Schools having Biological Science laboratory facility.
- Schools having all the required equipments in their Biological Science laboratory.
- Schools having Biological Science laboratory equipments in proper working conditions.

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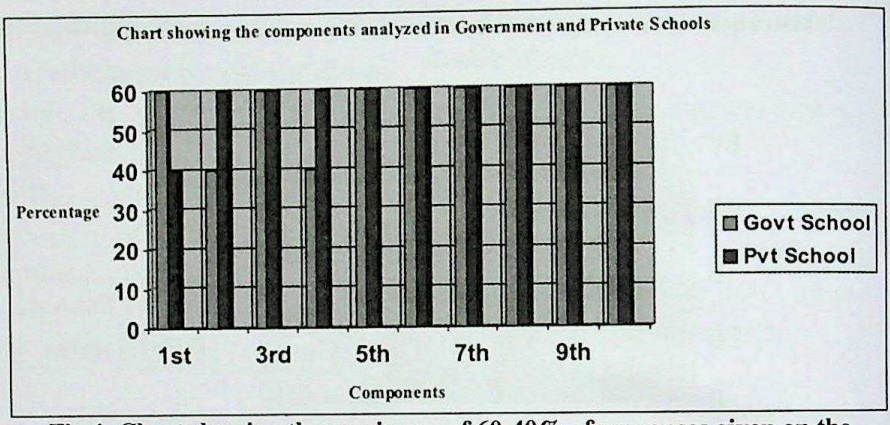

Fig.4: Chart showing the maximum of 60-40% of responses given on the components analyzed in Government and Private Schools.

- Schools conducting remedial classes in the subject Biological Science.
- Students attending remedial classes in the subject Biological Science.
- Remedial classes benefiting students in learning Biological Science.

Components No.5

- Students facing problems in learning the concepts in Biological Science.
- Students facing problems in drawing diagrams in Biological Science.
- Students taking extra coaching or tuition for learning

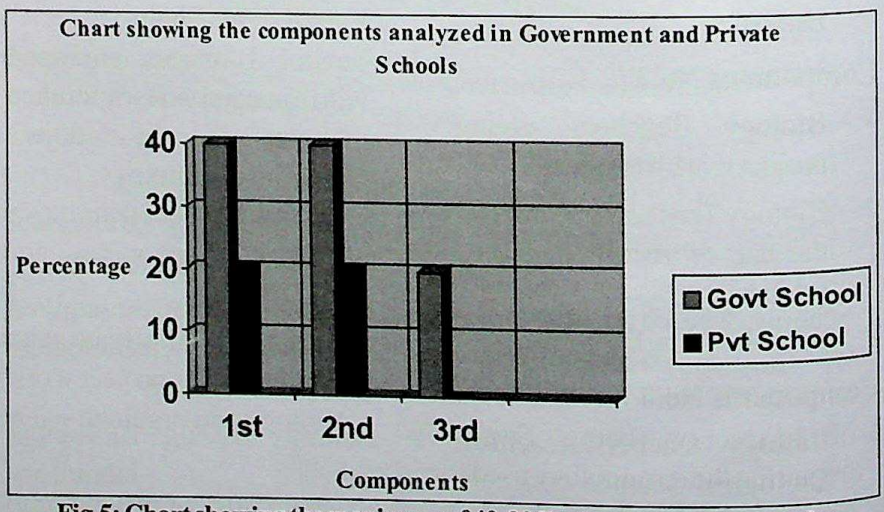

Fig.5: Chart showing the maximum of 40-20% of responses given on the components analyzed in Government and Private Schools.

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Biological Science outside the school.

Results and Discussions

Problems faced by the IX class students in Private Schools in order to severity: The IX class students in Private Schools face problems in learning the concepts and drawing diagrams in Biological Science as there is less importance given to the use of record books. Moreover, as the medium of instruction being English, the use of other language impairs the terminology used for the concept understanding. Not many Private Schools are having well-equipped Laboratory and Library facilities to support the teaching learning process in Biological Science, this might be due to poor funding or physical resource availability.

Problems faced by the IX class students in Government Schools in order to severity: The IX class students in Government Schools face problems comparatively more than the IX class students in Private Schools, wherein majority of the Government teachers use other language in addition to the medium of instruction being English, impairing the terminology used for concept understanding. Furthermore, Lecture method is used by most of the teachers and not all teachers use audio-visual aids while teaching Biological Science. Being under the Government funding, there is a lack of well-equipped Laboratory and Library facilities in most of the Government Schools. Students from Government Schools have to take extra coaching/ tuition outside the school for learning Biological Science even when remedial classes are being provided in most of the Government Schools.

Private Schools Results: In case of private school students,

- All private school students understand the language used by their Biology teacher. All private school teachers use A.V aids while teaching and correct the student's books on time. They help students in practicing diagrams in Biology. All private school students' homework includes drawing diagrams in Biology. They are taken to science exhibitions. All private schools organize field trips.
- About 80% of private school teachers gives project work in Biology and organize science exhibitions.
- About 60% of private school students are taught by the

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demonstration method. They are suggested reading material in addition to the text book. They have library facility with enough books/reference material for Biology. They have a Biological Science laboratory with all required equipments in proper working conditions. About 60% of private schools conduct remedial classes and the students attend these remedial classes. They agree that these remedial classes are benefiting them in learning Biology.

- About 40% of private school teachers use other languages while teaching Biology in addition to the medium of instruction and the students are taught by the lecture method.
- About 20% of private school teachers prescribe the use of record books. The private school students face problems in learning the concepts and drawing diagrams in Biology.
- No students from the private schools take extra coaching or tuition for learning Biology outside the school.

Government Schools Results: In case of government school students,

- All government school students understand the language used by their Biology teacher. Their teacher also uses other language while teaching Biology in addition to the medium of instruction. Their teacher corrects the books on time. Their homework includes drawing diagrams in Biology. They organize science exhibitions and field trips and the students are taken to science exhibitions.
- About 80% of government school teachers gives project work in Biology and prescribe the use of record books. They also have library facility.
- About 60% of government school students are taught by lecture method. The teachers use A.V aids while teaching. They suggest supplementary reading material in addition to the text book and help students in practicing diagrams in Biology. They have Biological Science Laboratory with the required equipments in proper working conditions. They conduct remedial classes and the students attend these remedial classes. They agree that these remedial classes are

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benefiting them, in learning Biology.

- About 40% of government school students are taught by demonstration method. The students face problems in learning the concepts and drawing diagrams in Biology. Only 40% of government school libraries have enough books/reference material for Biology.
- Only 20% of government school students take extra coaching or tuition for learning Biology outside the school.

Conclusion

The findings and analysis presented, led to the conclusion that the above hypotheses were accepted.

- The students of IX class face problems in learning Biological Science.
- There is difference in the infrastructure facilities available in private and government schools for teaching Biological Science.
- There is difference in problems faced by the private and government school students related to learning of Biological Science.

The development and progress of our country depends on the development of science and technology. Hence the barriers of doing practical work should be identified and rectified for the smooth achievement of learning experiences by the students.

Educational Implications

- Government and private schools should be equipped with separate Biological Science laboratory. The school should have at least a demonstration room or lab for Biology. The demonstration should be equipped with all lab facilities, with adequate furniture, demo tables, work tables, etc.
- The teachers should try for individual experiment, as there is much scope for that in Biology. Pupils must be encouraged to handle and operate instruments and arrange apparatus for demonstrations and for dissections so as to develop the necessary skills.
- There should be periods for practical work in the timetable. At least once in a week there should be provision for activities in Biology to create scientific spirit, interest and to

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develop the power of discussions.

- There must be separate science library and reading room. The teacher must encourage the students to collect additional information regarding the science topics, and there must be separate notebooks for the same purpose.
- The Biology teacher must attend refresher courses, summer institutes, orientation programmes, seminars, etc, for keeping abreast with the latest developments in the field. Hence for these the school management encouragement must be there.
- Remedial classes provision must be there in all government and private schools, so that below average students can be benefited and encouraged towards the subjects.

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UTILISATION OF LEARNING FROM 'MATHEMATICS' INSTRUCTION BY IX CLASS STUDENTS IN MANDI DISTRICT OF H.P.

Neera Sadh

Abstract

The present study was conducted to study the level of utilisation of mathematics in daily life among class XI students. The main objective of the study was to investigate the differences regarding utilisation of mathematics among students on the variables like gender, type of management of school, location of school, medium of instruction and cast of students. For this purpose a tool was constructed and standardized by the investigator. Study was conducted on a sample of 304 students selected randomly from the Mandi district of Himachal Pradesh. The study reveled that Boys and Girls have not been differed significantly regarding utilisation of mathematics, students studying in government and private schools differed significantly regarding utilisation of mathematics, rural and urban school students differed significantly with regard to utilisation of mathematics, the effect of medium of instruction on utilisation of mathematics was found significant .Study further showed that the boys excel girls in all areas of the test with an exception of the area 'ratio' where girls perform slightly better than boys. Students studying in private schools show better performance in all areas of the test as compared to students studying in government schools. The most utilized area by both the groups is 'statistics' whereas the least utilized area by both the groups is 'linear equation'. Students studying in urban schools were utilising all areas of the test more than the students studying in rural schools. The most utilized area by rural and urban school students was 'statistics' and 'ratio' respectively whereas the least utilized area by both the groups was

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'linear equation'. Highest utilized area by the total sample was 'statistics' whereas least utilized area is 'linear equation'. Also the level of utilisation of mathematics by the total sample was 47.51%.

Introduction

Mathematics has entered in our life and daily activities so much that our existence would become impossible without it. A person may be mere a housewife, farmer, shopkeeper, tailor, clerk, accountant, driver, carpenter, doctor, or builder some knowledge of mathematics is absolutely necessary for them. The modern civilization is also based on mathematics. The modern age is the age of science and technology. The scientific inventions and technological progress depends upon mathematics.

In this world of today, Mathematics is involved in every activity and moment of life. It is a contributory factor in the rapid progress and prosperity of human race. Mathematics is a subject which is highly connected with the daily life of all of us. There is a need of mathematics in everybody's life long and day-to-day planning.

The term mathematics has been viewed in different ways with different angles by different groups of people, but it may be safely argued that mathematics is essentially an exact science interested in calculations, establishing relationship, getting involved in space and numbers, initially us to solve postulates and axioms, measuring quantity and magnitude, drawing conclusions for interpretations, dealing with many abstract concepts, developing skills for analysis and reasoning.

All educationist of the present age give mathematics a respectable place in curriculum as mathematics has various educational values like utilitarian value, intellectual value, disciplinary value, social value, aesthetic value etc. Also it is called that mathematics is the 'science of all sciences' and 'art of all arts' as it has direct and indirect relationship with the learning of almost all the subjects. These are the some reasons that mathematics has been an inseparable and essential part of school education and achieved the central place in school curriculum. Today mathematics is no more an optional subject but a compulsory subject at the school level.

To be a valuable citizen if the society and to live a comfortable

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and enjoy full life it is very necessary to a student who is the future philosophy of the nation that he should treat mathematics a subject of application or utility rather than a subject of cramming or passing the examination and getting higher scores. In other words we can say that the students should utilize mathematics knowledge in their daily life to solve their own problems, problems of society and nation so that they can contribute effectively to national development.

Need of Study

Generally it is observed that students treat mathematics as a dull, dry and tough subject, due to which they do not utilize mathematics upto a desirable level.

Mathematics is an application-based subject rather than a subject of cramming or passing the examination and getting higher scores. If our students properly utilize the knowledge of mathematics education in their daily life, they can never be cheated by anyone. They can contribute effectively also to the welfare of the society and nation.

The present study is expected to throw light on the utilisation of mathematics by school students. This study also enables the curriculum planners and teachers to take necessary modification and steps to incorporate utility based content and activities so that mathematics becomes a subject of application or utilisation.

In view of the above it was worthwhile to undertake the present study.

Statement of the Problem

The present study addresses to the following research questions:

Are there significant differences regarding utilisation of mathematics among students of class IXth in relation to gender, type of management of school, location of school, medium of instruction of the students and caste of the students?

In view of the above mentioned research questions the problem of the study was stated as:

"A Study on Utilisation of Mathematics by Students of Class IXth"

Operational Definition of Key Terms Used

Utilisation of Mathematics: In this study utilisation of mathematics refers to the application of mathematical topics learned or studied by class IXth students in their daily life.

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More the score in utilisation test of mathematics mean more utilisation.

Objectives of the Study

The following objectives were achieved in this study:

- To study the differences regarding utilisation of mathematics among students on the following variables:
  - i) Gender
  - ii) Type of Management of school
  - iii) Location of school
  - iv) Medium of instruction
  - v) Caste of the Students
- To study the utilisation of mathematics among boys and girls on various areas of the test as: Ratio, Percentage, Interest, Statistics, linear equation and Mensuration.
- To study the utilisation of mathematics among students of government and private schools on various areas of the test.
- To study the utilisation of mathematics among students of rural and urban schools on different areas of test.
- To determine the area-wise utilisation of mathematics by total sample.
- To determine the utilisation of mathematics of the total sample.

Hypotheses of the Study

Below cited hypotheses were formulated.

- There will be no significant difference regarding utilisation of mathematics in relation to gender i.e. boys and girls.
- There will be no significant difference in utilisation of mathematics in relation to type of management of school.
- Students studying in rural and urban schools will not differ significantly regarding utilisation of mathematics.
- Medium of instruction will not create any difference in the utilisation of mathematics.
- There will be no significant difference between General and Schedule Caste students regarding utilisation of mathematics.

Delimitation of the Study

The present study was delimited on the following aspects:

- The Study was delimited to class IXth only.
- 152 students from government schools and 152 students from private schools were included in the sample of the study.

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- The study was delimited to district Mandi of Himachal Pradesh.

Method and Procedure

Research Method

In the present study data regarding the utilisation of mathematics among class IXth students was gathered in order to make comparison between boys and girls, government and private school students, students of rural and urban schools, general and schedule caste students and English and Hindi medium students. Hence survey method under the descriptive method of research was used in present study.

Sample

For the present study, Mandi district of Himachal Pradesh was selected.The sampling was done at two stages. At the first stage four government secondary schools and four private schools were taken randomly and at the second stage, three hundred four (one fifty two from government schools and one fifty two from private schools) students of class IXth were taken from the sampled eight secondary schools.

Tool Used

Keeping in view the nature of the present study the tool (Utilisation tool of Mathematics) was developed and standardized by the investigator for collecting the required data. The final draft of tool consisted of 30 items form six areas of mathematics as identified by the investigator. All items were multiple choice type with '0' marks for wrong answer and '1' mark for right answer. The reliability of tool was established by using Kuder–Richardson formula, and the Reliability coefficient (r)=.91

Statistical Techniques Used

Since the data from the tool was available in the form of scores, so to find out the significance of difference between the various groups and percentages of the scores the following statistical techniques was applied.

- 't' Test
- Percentage

Analysis and Interpretation of Data

1. IX Class of Mathematics among Boys and Girls

The summary of the statistical calculations are presented in Table 1

Table-1 reveals that the 't' ratio (1.13) for boys and girls was not significant even at 0.05 level of significance. It indicated that boys and girls did not differ significantly

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Table-1: Comparison between Boys and Girls in respect of Utilisation of Mathematics

S.No.	*Group*	*N*	*Mean*	*S.D.*	*'t' Value*
1.	Boys	162	14.58	5.53	1.13 NS
2.	Girls	142	13.88	5.27	

NS indicates not significant at 0.05 level.

with regard to utilisation of mathematics. Thus the null hypothesis is accepted.

2. *IX Class of Mathematics among Government and Private School Students*

The mean score, Standard Deviation and critical ratio obtained for test of significance of 't' between government and private school students are summarized in the Table-2.

From the above Table-2, it can be observed that the 't' value (6.54) obtained between government and private school students was highly significant at 0.05 level of significance. It indicates that both the groups differed significantly regarding utilisation of mathematics. Therefore the null hypothesis that there will be no significant difference between government and private school students is rejected.

3. *Utilisation of Mathematics among Rural and Urban School Students*

The results are summarized in the Table-3

It is evident from the above Table that the 't' value (5.51) is highly significant at 0.05 level of significance. Therefore both groups differed significantly in terms of utilisation mathematics in their daily life. Thus the null hypothesis was rejected.

4. *Utilisation of Mathematics among English Medium*

Table-2: Comparison between Government and Private School Students in respect of Utilisation of Mathematics

S.No.	*Group*	*N*	*Mean*	*S.D.*	*'t' Value*
1.	Government School Students	152	12.35	4.67	6.54*
2.	Private School Students	152	16.16	5.45	

* Indicates Significance at 0.05 level

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Table-3: Comparison between Rural and Urban School Students in respect of Utilisation of Mathematics

S.No.	Group	N	Mean	S.D.	't' Value
1.	Rural School Students	152	12.62	4.65	5.51*
2.	Urban School Students	152	15.89	5.64	

* Indicates significance at 0.05 level.

Students and Hindi Medium Students

Table-4 given below provides the Summary of the statistical calculations.

From the above Table-4 it can be observed that the 't' value (9.36) obtained between both groups is highly significant at 0.05 level of significance. Thus there was a significant difference between students of English and Hindi medium with regard to utilisation of mathematics. The null hypothesis was rejected.

5. Utilisation of Mathematics among General and Schedule Caste Students

The results are summarised in Table-5.

The above Table-5 reveals that the 't' value (4.35) was highly significant at 0.05 level of significance. This indicates that general students differed significantly from their

Table-4: Significance of 't' between English Medium and Hindi Medium Students in respect of Utilisation of Mathematics

S.No.	Group	N	Mean	S.D.	't' Value
1.	English Medium Students	141	17.06	5.50	9.36*
2.	Hindi Medium Students	163	11.83	3.99	

* Indicates significance at 0.05 level.

Table-5: Significance of 't' between General and Schedule Caste Students in respect of Utilisation of Mathematics

S.No.	Group	N	Mean	S.D.	't' Value
1.	General Students	162	15.47	5.64	4.35*
2.	Schedule Caste Students	142	12.87	4.80	

* Indicates significance at 0.05 level.

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counterparts. The null hypothesis was rejected.

6. *Utilisation of Mathematics among Boys and Girls on Various Areas of the Test*

The percentage of scores among boys and girls on various dimensions of the test has been presented in Table-6

It is evident from the above table that the percentage of scores of boys on various dimensions of the test was more than that of the girls. The Table also revealed that the most utilized areas by boys and girls was statistics (61.85%) least utilized area by both groups is linear equation with a percentage of 37.40% and 32.81% respectively.

7. *Utilisation of Mathematics among Government and Private School Students on Various Dimensions of the Test*

The percentage of scores on various areas of the test among government and private school students has been presented in table- 7

The above Table shows that the percentage of scores of private school students on all areas of the test was more than the students studying in government schools. It shows that private school students were utilizing all areas of the test more than their counterparts in government schools. The Table also reveals that the most utilized area by government and private school students was statistics whereas the least utilized area by both groups is linear equation.

8. *Utilisation of Mathematics among Rural and Urban School Students on Various Dimensions of the Test*

The percentage of scores on various areas of the test among

Table-6: Percentage of Scores among Boys and Girls on the Test

Sr.No.	*Different Areas of the Utilisation Test of Mathematics*	*Percentage of Scores*	
		Boys	*Girls*
1.	Ratio	53.70%	54.22%
2.	Percentage	51.35%	49.71%
3.	Interest	46.29%	45.91%
4.	Statistics	61.85%	54.08%
5.	Linear Equation	37.40%	32.81%
6.	Mensuration	41.23%	40.56%

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Table-7: Percentage of Scores among Government and Private School Students on Various Areas of the Test

Sr.No.	*Different Areas of the Utilisation Test of Mathematics*	*Percentage of Scores*	
		Government School Students	*Private School Students*
1.	Ratio	46.31%	61.57%
2.	Percentage	39.47%	61.71%
3.	Interest	42.76%	49.47%
4.	Statistics	51.58%	64.87%
5.	Linear Equation	30.52%	40%
6.	Mensuration	36.32%	45.52%

rural and urban school students has been presented in Table- 8

The above Table shows that the percentage of scores of urban school students on all areas of the test is more than the students studying in rural schools, which indicated that urban school students were utilizing all dimensions of the test more than students in rural schools. The Table also reveals that the most utilized areas by rural and urban school students was Ratio, whereas the

Table-8: Percentage of Scores among Rural and Urban School Students on Various Areas of the Test

Sr.No.	*Different Areas of the Utilisation Test of Mathematics*	*Percentage of Scores*	
		Rural School Students	*Urban School Students*
1.	Ratio	52.10%	55.78%
2.	Percentage	44.21%	56.97%
3.	Interest	40.66%	51.58%
4.	Statistics	47.37%	69.08%
5.	Linear Equation	31.18%	39.34%
6.	Mensuration	36.84%	45%

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Table-9: Scores and their Corresponding Percentages Obtained by the Total Sample on Various Areas of the Test

S.No.	*Name of Area*	*Scores*	*Percentage*
1.	Ratio	820	53.95%
2.	Percentage	769	50.59%
3.	Interest	701	46.12%
4.	Statistics	885	58.22%
5.	Linear Equation	536	35.26%
6.	Mensuration	622	40.92%

least utilized area by both groups is 'linear equation'.

9. Utilisation of Mathematics by Total Sample on Various Areas of the Test

Table-9 provides scores obtained by the total sample on various areas of the test and their corresponding percentage.

The above Table reveals that highest utilized area by the students is statistics. The Table also shows percentage of utilisation of other areas viz ratio, percentage, interest, mensuration.

10. Utilisation of Mathematics by Total Sample

Table-10 provides the percentage of utilisation and non-utilisation of mathematics by the total sample.

From the above Table it can be observed that the percentage of utilisation of mathematics is 47.51% and non utilisation is 52.49% which indicates poor utilisation of mathematics by the total sample in their daily life.

Findings

Main findings of the study were:

- *Utilisation of Mathematics in Relation to Gender*

The boys and girls were utilizing Mathematics in their daily lives almost equally.

Table-10: Percentage of Utilisation and Non-Utilisation of Mathematics by the Total Sample

Percentage of Utilisation of Mathematics	*Percentage of Non-Utilisation of Mathematics*
4733 (47.51%)	4787 (52.49%)

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- *Utilisation of Mathematics in Relation to type of Management of School*

Students studying in government and private schools differed significantly regarding utilisation of mathematics.

- *Utilisation of Mathematics in Relation to Location of School*

Rural and Urban school students differed significantly with regard to utilisation of mathematics.

- *Utilisation of Mathematics in Relation to Medium of Instruction*

The effect of Medium of instruction on utilisation of mathematics was found significant. English medium students were utilizing usage mathematics than Hindi medium students as their mean score was higher.

- *Utilisation of Mathematics in Relation to Categories of Students*

General and Schedule caste students differed significantly in terms of utilisation of mathematics. Also in this case higher mean score associated with general students which indicate that utilisation of mathematics of this group were more than schedule caste students.

- *Utilisation of Mathematics on Various Areas of the Test by Boys and Girls*

The boys exceled girls in all areas of the test with an exception of the area 'ratio' where girls perform slightly better than boys. The most utilized area by boys and girls was 'statistics' and 'ratio' respectively whereas the least utilized area were by both the groups is 'linear equation'.

- *Utilisation of Mathematics on Various Areas of the Test by Government and Private School Students*

Students studying in private schools showed better performance in all areas of the test as compared with the students studying in government schools. It shows that private school students are utilizing all areas of test more than students of government schools. The most utilized area by both the groups was 'statistics' whereas the least utilized area by both the groups was 'linear equation'.

- *Utilisation of Mathematics on Various Areas of the Test by Rural and Urban School Students*

Students studying in urban schools were utilizing all areas of mathematics more than the

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students studying in rural schools. The most utilized area by rural and urban school students were 'statistics' and 'ratio' respectively whereas the least utilized area by both the groups was 'linear equation'.

- *Utilisation of Mathematics on Various Areas of the Test by Total Sample*

Highest utilized area by the total sample was 'statistics' whereas the least utilized area was 'linear equation'.

- *Utilisation of Mathematics by Total Sample*

Percentage of utilisation of mathematics by total sample is 47.51% and non-utilisation is 52.49% which indicates that utilisation of mathematics by the total sample in their daily life was not satisfactory.

Educational Implications

The educational implications were:

i) It is suggested that school administration as well as teachers should use all those methods, techniques and activities which will help students to increase their level of utilisation of studying mathematics.

ii) The rural school authorities must provide all those facilities such as mathematics club, mathematics laboratory, school bank etc. so that they can realize the importance of mathematics in their practical life in more clarity, hence motive them to utilize learnt mathematics in their daily life. Also educational authorities in cooperation with local bodies should organize adult education programmes, educational fairs in rural areas to change the attitude of parents regarding the education of their child.

iii) It is necessary that a massive effort should be made to spread mathematics education in formal and non-formal manner especially among scheduled caste communities.

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HOW TO BECOME A MORE EFFECTIVE LEARNER?

Kusum Sharma, Suresh Yadav

Abstract

In the Modern Era, Effective Teaching – Learning Process is very complicated task. How we can make the Teaching-Learning Process effective. We can use some ways & tips for the improvement of the Teaching Learning Process. The present paper discusses the some ways or tips to improve Learning Effectiveness & Efficiency which is the need of the hour. In this paper total ten ways to improve Teaching-Learning Process.

Tips from Psychology to Improve Learning Effectiveness and Efficiency

Are you interested in finding ways to learn new things faster? Do you want to become a more effective and efficient learner? If you are like many students, your time is limited so it is important to get the most educational value out of the time you have available.

Speed of learning is not the only important factor, however. Retention, recall, and transfer are also critical. Students need to be able to accurately remember the information they learn, recall it at a later time, and utilize it effectively in a wide variety of situations.

So what can you do to become a better learner? Becoming an effective and efficient student is not something that happens overnight, but putting a few of these tips into daily practice can help you get more out of your study time.

1. Memory Improvement Basics

We've talked before about some of the best ways to improve

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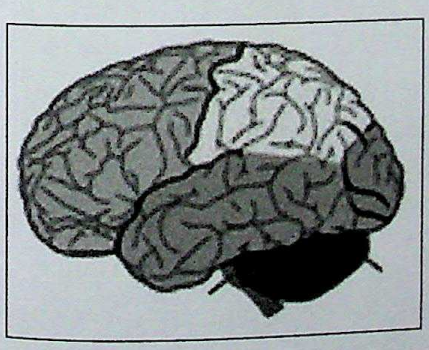
memory. Basic tips such as improving your focus, avoiding cram sessions, and structuring your study time are a good place to start, but there are even more lessons from psychology that can dramatically improve your learning efficiency.

2. Keep Learning (and Practicing) New Things

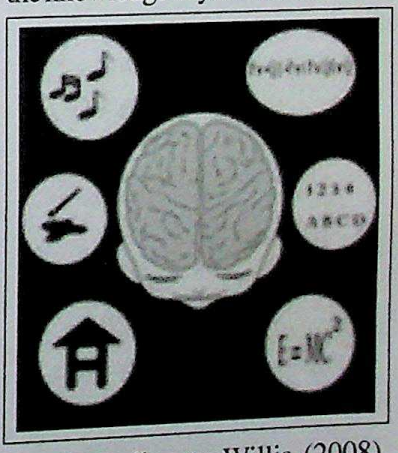
One sure-fire way to become a more effective learner is to simply keep learning. A 2004 *Nature* article reported that people who learned how to juggle increased the amount of gray matter in their occipital lobes, the area of the brain is associated with visual memory. When these individuals stopped practicing their new skill, this gray matter vanished.



So if you're learning a new language, it is important to keep practicing the language in order to maintain the gains you have achieved. This "use-it-or-lose-it" phenomenon involves a brain process known as "pruning." Certain pathways in the brain are maintained, while other are eliminated. If you want the new information you just learned to stay put, keep practicing and rehearsing it.

3. Learn in Multiple Ways

Focus on learning in more than one way. Instead of just listening to a podcast, which involves auditory learning, find a way to rehearse the information both verbally and visually. This might involve describing what you learned to a friend, taking notes, or drawing a mind map. By learning in more than one way, you're further cementing the knowledge in your mind.



According to Willis (2008), "The more regions of the brain that store data about a subject, the more interconnection there is. This redundancy means students will have more opportunities to pull up

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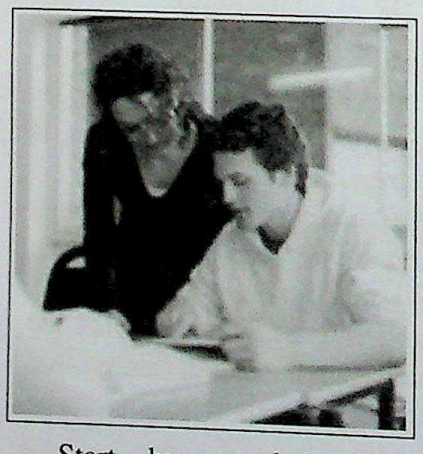
all of those related bits of data from their multiple storage areas in response to a single cue. This cross-referencing of data means we have learned, rather than just memorized."

4. Teach What You've Learned to Another Person

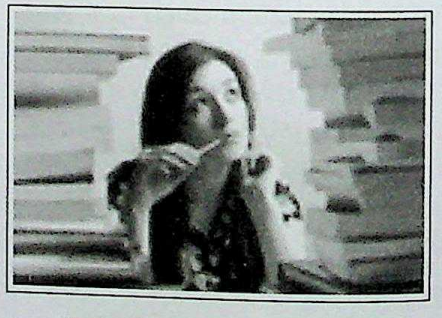
Educators have long noted that one of the best ways to learn something is to teach it to someone else. Remember your seventh-grade presentation on Costa Rica? By teaching to the rest of the class, your teacher hoped you would gain even more from the assignment. You can apply the same principle today by sharing your newly learned skills and knowledge with others.



Start by translating the information into your own words. This process alone helps solidify new knowledge in your brain. Next, find some way to share what you've learned. Some ideas include writing a blog post, creating a podcast, or participating in a group discussion.

5. Utilize Previous Learning to Promote New Learning

Another great way to become a more effective learner is to use relational learning, which involves relating new information to things that you already know. For example, if you are learning about *Romeo and Juliet*, you might associate what you learn about the play with prior knowledge you have about Shakespeare, the historical period in which the author lived, and other relevant information.



6. Gain Practical Experience

For many students, learning typically involves reading textbooks, attending lectures, or doing research in the library or on the Web. While seeing information and then writing it down is important, actually putting new knowledge and skills into practice

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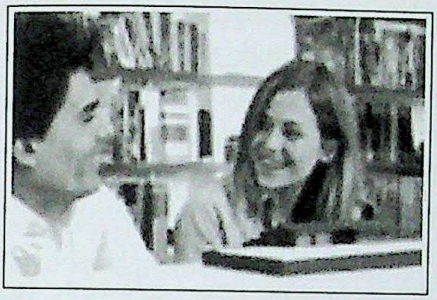
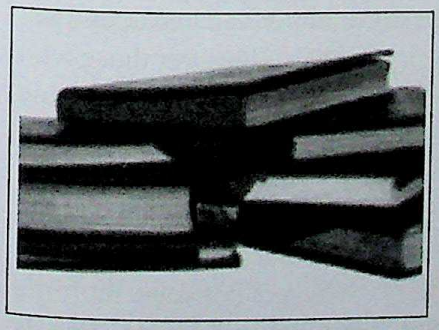
can be one of the best ways to improve learning.



If you are trying to acquire a new skill or ability, focus on gaining practical experience. If it is a sport or athletic skill, perform the activity on a regular basis. If you are learning a new language, practice speaking with another person and surround yourself with language-immersion experiences. Watch foreign-language films and strike up conversations with native speakers to practice your budding skills.

7. Look Up Answers Rather Than Struggle to Remember



Of course, learning isn't a perfect process. Sometimes, we forget the details of things that we have already learned. If you find yourself struggling to recall some tidbit of information, research suggests that you are better offer simply looking up the correct answer. One study found that the longer you spend trying to remember the answer, the more likely you will be to forget the answer again in the future. Why? Because these attempts to recall previously learned information actually results in learning the "error state" instead of the correct response.

8. Understand How You Learn Best

Another great strategy for improving your learning efficiency is to recognize your learning habits and styles. There are a number of different theories about learning styles, which can all help you gain a better understanding of how you learn best. The concept of learning styles has been the subject of considerable debate and criticism, but many students may find that understanding their study and learning preferences can still be helpful.

Gardner's theory of multiple intelligences describes eight different types of intelligence that can help reveal your individual

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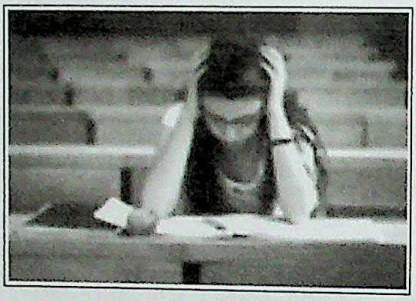
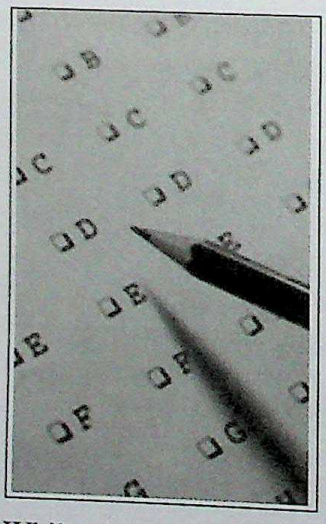
strengths. Looking at Carl Jung's learning style dimensions can also help you better see which learning strategies might work best for you. Other models such as the VARK learning style and Kolb's learning styles can offer more information about how you prefer to learn new things.



9. Use Testing to Boost Learning



While it may seem that spending more time studying is one of the best ways to maximize learning, research has demonstrated that taking tests actually helps you better remember what you've learned, even if it wasn't covered on the test. The study revealed that students who studied and were then tested had better long-term recall of the materials, even on information that was not covered by the tests. Students who had extra time to study but were not tested had significantly lower recall of the materials.

10. Stop Multitasking

For many years, it was thought that people who multitask, or perform more than one activity at once, had an edge over those who did not. However, research now suggests that multitasking can actually make learning less effective. In the study, participants lost significant amounts of time as they switched between multiple tasks and lost even more time as the tasks became increasingly

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complex. By switching from one activity to another, you will learn more slowly, become less efficient and make more errors.

How can you avoid the dangers of multitasking? Start by focusing your attention on the task at hand and continue working for a predetermined amount of time.

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SCIENTIFIC ATTITUDE IN SECONDARY SCHOOL STUDENTS OF MANDI DISTRICT OF H.P.

Bhartendu Gupta

Abstract

Science is an important subject of school curriculum. It develops scientific temper and attitudes in the students. One of them is scientific attitude. The present study was aimed to study the scientific attitude among class X students in relation to 'Gender, Location of School, Type of management of School' and 'Medium of Instruction'. Survey method was adopted for the study. 330 students of class X constituted the sample of the study. They were family schools of district Mandi of Himachal Pradesh. For collecting data 'Scientific Attitude Scale' was developed by the investigator. Mean, S.D, 't' test were used for statistical analysis. The main findings of the study were - boys and girls do not differ significantly regarding scientific attitude, no significant difference exits in the scientific attitude of students studying in rural and urban schools, students studying in non-residential government and non-residential private schools differ significantly in their scientific attitude, English and Hindi medium students differ significantly in scientific attitude.

Introduction

Scientific attitude can contribute to the national development through the eradication of superstitions, developing objectivity, open-mindedness, critical thinking and adopting scientific method in solving problems. These qualities will help the nation to fight against the social evils and the problems of under-development. Every citizen should have scientific attitude to take intelligent decisions for solving personal, social as well as environmental problems.

Even though, the scientific attitude is one of the major

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objectives of teaching of science, examination focuses on scientific knowledge and other cognitive outcomes and neglects the values of science i.e. the scientific attitude.

During adolescence intellectual power like critical thinking, logical thinking and abstract reasoning are developed. Span of concentration widens, and depth of understanding increases and functioning of memory sharpens.

There is a general agreement among the researchers that an individual with scientific attitude looks for natural cause of events; is open-minded toward the work and opinion of others; evaluates techniques and procedures used and information obtained; accurate observations; experimentations and presentation of data; suspends judgments until accurate information is available; looks for cause and effect relationships; criticalness including self-criticism; is free from bias and prejudice; averse to superstitions; and maintains values like honesty, patience, fairness and thoroughness.

Statement of the Problem

Review of the related literature reveals that the studies of this nature are very rare, therefore present study is very much needed and justified. The present study also addresses to the following questions:

"Are there significant differences in scientific attitude among class Xth students in relation to, 'Gender', Location of School', 'Type of management of school' and 'Medium of instruction?'"

Keeping in view of the above cited questions, the present study was worded as under:

"Scientific Attitude in Secondary School Students of Mandi District of H.P."

Objectives of the Study

The following objectives were formulated:

i) To study the difference in scientific attitude of boys and girls of class Xth.

ii) To study the difference in scientific attitude of the students studying in rural and urban schools.

iii) To study the difference in scientific attitude of students studying in non-residential government and non-residential private schools.

iv) To study the difference in scientific attitude of English and Hindi medium students.

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v) To study the difference in scientific attitude of students studying in residential and non-residential schools.

Hypotheses of the Study

The following null hypotheses were formulated:

i) There will be no significant difference in the scientific attitude of students in relation to gender i.e. boys and girls.

ii) There will be no significant difference in the scientific attitude of students studying in rural and urban schools.

iii) Students studying in non-residential government and non-residential private schools will not differ significantly in their scientific attitude.

iv) There will be no significant difference in the scientific attitude of English and Hindi medium students.

v) No significant difference exists between pupils studying in residential and non-residential schools with regard to their scientific attitude.

Delimitation of the Study

The present study had the following

i) The study was delimited to class Xth only.

ii) The study was delimited to district Mandi of Himachal Pradesh.

Method and Procedure

Research Method

Descriptive method of research was used in present study.

Sample

For the present study, Mandi district of Himachal Pradesh was selected, there are 102 non-residential government, 57 non-residential private and 1 residential government secondary school situated in urban and rural areas of this district. The sampling was done at two stages. At the first stage two non-residential government secondary schools, three non-residential private secondary schools and one residential government secondary school were taken and at the second stage. 330 students of Class X were taken from the sampled six schools.

Tool Used

Keeping in view the nature of the present study, the 'Scientific Attitude Scale' was developed by the investigator for collecting the required data.

Statistical Technique Used

Since the data from the attitude scale was available in the

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Table-1: Comparison between Boys and Girls in Scientific Attitude

Sr.No.	*Group*	*N*	*Mean*	*S.D.*	*df*	*'t' value*
1.	Boys	167	131.38	15.60	328	1.55 NS
2.	Girls	163	128.79	14.72		

NS Indicates not significant at .05 level

form of scores, so to find out the significance of difference between the various groups 't'-test was applied.

Analysis and Interpretations

1. Scientific Attitude in Relation to Gender

Table-1 provides the summary of the statistical calculations

It can be inferred that the 't' value (1.55) obtained is not significant at .05 level of significance. Therefore boys and girls did not differ significantly with regard to scientific attitude. Therefore the null hypothesis. 'There is no significant difference between boys and girls' in scientific attitude was accepted.

2. Scientific Attitude in Relation to Location of School

Summary of resulting is presented in Table-2

The 't' value (1.18) obtained between rural and urban school students with regard to 'Scientific Attitude' was not significant at .05 level of significance. Therefore, rural and urban school students did not differ significantly with regard to scientific attitude. Therefore the null hypothesis that 'there is no significant difference among students studying in rural and urban schools regarding scientific attitude' was accepted.

3. Scientific Attitude of the Students Studying in Non-

Table-2: Comparison between Students Studying in Rural and Urban Schools in Scientific Attitude

Sr.No.	*Group*	*N*	*Mean*	*S.D.*	*df*	*'t' value*
1.	Students of Rural Schools	170	131.06	14.48	328	1.18 NS
2.	Students of Urban Schools	160	129.08	15.92		

NS Indicates not significant at .05 level

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Table-3: Comparison between Students Studying in Non-Residential Government and Private Schools in Scientific Attitude

Sr.No.	*Group*	*N*	*Mean*	*S.D.*	*df*	*'t' value*
1.	Non-Residential Govt. School Students	110	123.43	12.92	228	4.49*
2.	Non-Residential Private School Students	120	131.21	15.21		

* Indicates significance at .05 level of significance.

Residential Government and Non-Residential Private Schools

Summary of results is presented in Table-3.

The 't' value (4.49) obtained between non-residential government and non-residential private school students with regard to Scientific Attitude was found to be significant at .05 level of significance. Thus non-residential government and non-residential private school students differed significantly regarding scientific attitude. Therefore the null hypothesis was rejected.

4. Scientific Attitude among the English and Hindi Medium Students

Table-4 Summarises the results.

Table it is evident that the 't' value (6.90) was significant at .05 level of significance. Therefore, English and Hindi medium students differed significantly regarding scientific attitude. Therefore the null hypothesis was rejected.

5. Scientific Attitude among the Students Studying in Residential and Non-Residential Schools

Table-4: Comparison between English and Hindi Medium Students in respect of Scientific Attitude

Sr.No.	*Group*	*N*	*Mean*	*S.D.*	*df*	*'t' value*
1.	English Medium Students	173	135.22	15.27	328	6.90*
2.	Hindi Medium Students	157	124.47	13.01		

* Indicates significance at .05 level

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Table-5: Comparison between Students Studying in Residential and Non-Residential Schools in respect of Scientific Attitude

Sr.No.	Group	N	Mean	S.D.	df	't' value
1.	Residential School Students	100	136.12	14.79	328	4.88*
2.	Non-Residential School Students	230	127.49	14.66		

* Indicates significance at .05 level

Summary of the statistical calculations has been presented in Table -5

The above Table shows that the 't' value (4.88) obtained between residential and non-residential school students was significant at .05 level of significance. Thus residential and non-residential school students differed significantly regarding scientific attitude. Therefore the null hypothesis was rejected.

Findings

Following were the main findings of the students.

i) Boys and Girls did not differed significantly regarding scientific attitude.

ii) No significant difference was found in the scientific attitude of students studying in rural and urban schools.

iii) Students studying in non-residential government and non-residential private schools differed significantly in their scientific attitude. The scientific attitude of non-residential private school students is higher than the students of non-residential government schools.

iv) English and Hindi medium students differed significantly regarding scientific attitude. English medium students have more scientific attitude than the other group.

v) Residential and non-residential school students differed significantly regarding scientific attitude. Residential school students have higher scientific attitude than their counterparts in non-residential schools.

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Educational Implications of the Findings

Following were the Educational Implications.

i) Governmental agencies like NCERT, SCERT, School Education Boards, and Directorate of Education should organize various activities and programmes to sensitize the students towards science, its applications in daily life and should provide them with the opportunity to work with scientific method so that they can develop their scientific attitude.

ii) Sufficient opportunities should be provided to all students to have first hand experience through visits to science museums, science clubs or for that matter even a field trip might prove fruitful.

iii) More and more awareness campaigns are required to facilitate the development of scientific attitude among students and common people.

iv) To reach the masses, various media and electronic media should be used.

v) There is an urgent need to raise the scientific attitude of government school students, otherwise the students will remain ignorant about this very important aspect of science education and will create an obstacle to achieve the objectives of science education in its totality. Therefore it is suggested that more opportunities should be provided to government school students to increase their scientific attitude.

The non-residential school authorities should look after such aspects and must provide their students sufficient opportunity to enhance their scientific attitude.

Few guidelines to enhance the scientific attitude of the students are also presented below:

- Encourage them for wide reading in the scientific literature.
- Teacher should suggest project work related to the curriculum.
- Provide democratic climate in the class. It leads to desirable attitudes among students. It infuses the spirit of healthy criticism.
- Teach them not to take things granted as they appear, but think, reason out, collect evidence and then only accept things.

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- Encourage students to perform experiments themselves and to find out the truth.
- Provide opportunities for extra reading, laboratory work, improvisation of apparatus, problem solving etc.
- Discuss common superstitions, analyze them, and reveal truth about them.
- Discourage underhand means and short cuts to complete the experimental/practical work in science. It will enhance the intellectual honesty.
- Organize activities like science fairs,exhibitions, declamations, science clubs, excursions, and project work etc.
- Try to satisfy the curiosity of students and let them know the real facts, processes and concepts.
- Encourage independent experimentation, practical and scientific approach.
- Encourage them to discover the facts themselves.
- Try to build a scientific environment in the class room.
- Use scientific methods of teaching science students properly, employing appropriate teaching devices, techniques and maxims.
- Involve students in science conferences, talks of scientists, building science museums and practical science work etc.
- Talk about the lives of prominent scientists in interesting manner and stress on how they could make the discovery or inventions.

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COPING WITH THE STIGMA OF MENTAL ILLNESS IN SOCIETY

Amina Ahmed, Mridula Saikia Khanikor

Abstract

Stigma and discrimination on mental illness is a well known phenomenon existing in the society. It has become a major concern today as it hampers in the primary level of prevention of mental illness. The purpose of this study was to explore the existing stigma on mental illness and its association with the selected demographic variables. The study was conducted among 250 people of Dhubri, Assam. Data were collected by using a self-structured interview schedule. Findings revealed that overall 65.20% of respondents had moderate level of stigma on mental illness. Respondent's age, education and family history of mental illness was found statistically associated ($p<0.05$) with the stigma on mental illness. Findings also revealed that elderly (>=60 Years) and illiterate people had more stigma than others regarding mental illness. The study concluded that stigma is widely prevailing among the society.

Introduction

Mental disorder is a major health problem worldwide. WHO (1989) estimated that 400 million people in the world suffer from mental or neurological disorders. It represents 12% of the global burden of disease and if it continues to increase at this pace it is likely to become 15% by 2020 according to WHO report, 2001.

Thornicroft (2008) found that over 70% of people with mental illness receive no professional treatment from healthcare staff. This occurs even in countries with the best resources. For example in the USA, 31% of the populations are affected by mental illness every year, but 67% of these individuals receive no treatment. The proportions of people with mental

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illness who receive treatment in low and medium resource countries are far less, for example in Nigeria only 1.6% received treatment over 12 months. Thornicroft further mentioned that a WHO overview of 37 studies across the world was found to have a proportion of people who are untreated for particular conditions like schizophrenia 32.2%; depression 56.3%; generalised anxiety disorder 57.5%; and obsessive compulsive disorder 57.3%.

Similar condition is also seen in India. Madhav MS (2001) in his study on epidemiology reported the prevalence rates for psychiatric disorders are from 9.5- 370/1000 populations and out of this only a minimum number of people receive treatment. Sartorious N (2002) and Lakhan SE in their studies found that there are many mental disorders left untreated due to inadequate services. Even if the services are available, a large majority of patients remain untreated because of ignorance, fear, discrimination, prejudices, and stigma, regarding the causes, symptoms and treatment of mental illnesses. Nearly 2/3 of persons with mental disorders never seek help from health professionals and most clients utilizes health services of other agencies and to harmful practices and delay the treatment till the condition deteriorates which couples them to seek the treatment from established government institutions.

Khandelwal, Jhingam HP, Ramesh S, Gupta RK and Srivastava VK reported that due to the stigma associated with mental illness, many people have found that they lose their self-esteem, self worth which make them social isolated and many of them committed suicide. Most people who experience mental health problems recover fully if they get help early on. But it is the stigma which places as a strong barrier for their recovery.

Coubrough A (2008) reported that nearly 90 percent of the people suffering from mental health problems have been affected by stigma from general people. It revealed that stigma was mainly contributed by immediate family (36%), then by employers (35%), neighbors (31%) and friends (25%). Jackowska E (2009) revealed that not only general people but also mental health professional keep social distance, reject the patient suffering from schizophrenia.

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Objectives of the Study

Following objective were defined.

- To identify stigma on mental illness existing among the society
- To determine the association between stigma of mental illness existing among the society and the selected demographic variables viz. age, sex, religion, education, occupation, family income per month and family history of mental illness.

Methodology

The researcher carried-out an explorative study by using survey approach. This study was conducted in the selected villages of South Salmara Mankachar Subdivision of Dhubri District, Assam in January, 2013. Interviews were obtained among 250 people who fulfill the eligible criteria for the study. Samples were chosen by using multistage sampling technique. Data were collected with the help of self structured interview schedule developed for this study consisting of part A: demographic performa and part B: structured rating scale to explore the stigma on mental illness among the community people.

The data were analyzed by using the software package, SPSS 20 version. Prior to data collection, formal permission was obtained from the concern authority. Keeping in mind the ethical aspect of research, an informed consent was obtained from each participant and the participants were also explained verbally regarding the study and their participation.

Findings of the Study

Analysis for the study is based on the objectives and is done by using descriptive and inferential statistics. The researchers interviewed 250 people in the society. The response rates were 100%. Among the 250 people, majority of the respondents (27.60%) were found in the age group 40-49 years, most of the respondents (58.80%) were male and maximum numbers of respondents (66.40%) were the followers of Islam religion. In relation to educational status, most of the respondents (28.80%) had graduate level of education. With respect to the respondent's occupation, majority (40.80%) were found unemployed. According to the family income per month in rupees, maximum number of the respondents (34.40%) had family income above Rs.10000/-

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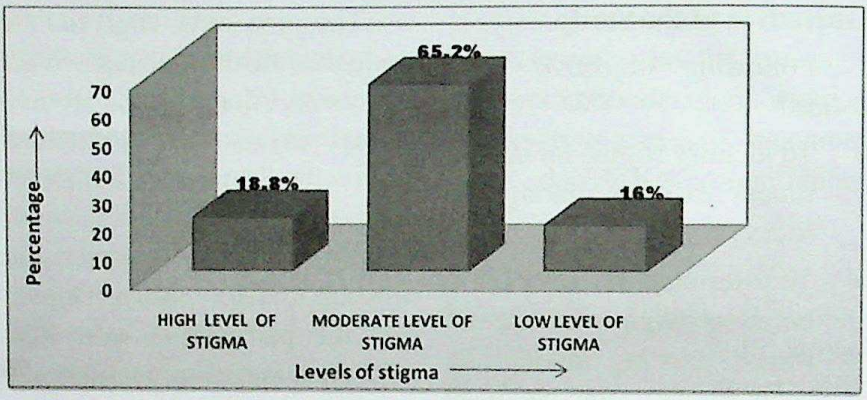

Figure-1: Level of stigma on mental illness among community people (N=250)

per month. On considering family history of mental illness, majority of the respondents (98%) had no family history of mental illness.

Figure 1 portrayed that out of 250 respondents, majority (65.20%) of respondents had moderate level of stigma, 18.80% had high level of stigma and 16% had low level of stigma regarding mental illness

Figure 2 showed that in the area of discrimination, majority of respondents (64%) had moderate level of stigma, 23.20% had high level of stigma and only 12.80% had low level of stigma. Again in the area of prejudice, majority of the respondents (61.60%) had moderate level of stigma, 25.20% had high level of stigma and only 13.20% had low level of stigma.

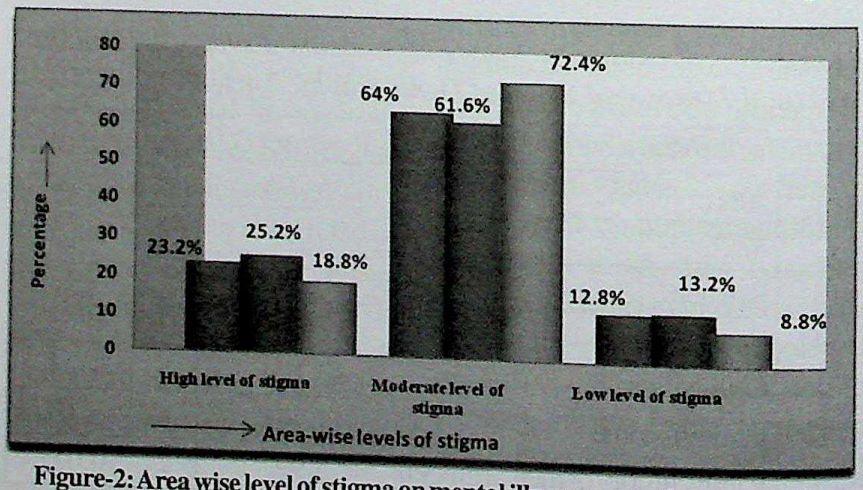

Figure-2: Area wise level of stigma on mental illness among the community people (N=250)

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Similarly in the area of stereotype, majority of the respondents (72.40%) had moderate level of stigma, 18.80% had high level of stigma and only 8.80% had low level of stigma.

Table 1 showed the association between stigma on mental illness and the selected demographic variables such as age, sex, religion education, occupation family income per month and family history of mental illness. Findings revealed that there was significant association of stigma on mental illness with age, education and family history of mental illness ($p<0.05$), but not with sex, religion, occupation and family income per month ($p>0.05$).

Once association is confirmed, further analysis of original stigma score was subjected to Analysis of Variance (ANOVA). The ANOVA subscribes the view that age- wise and educational status-wise average stigma on mental illness was significantly different at 0.05 level of significance but it failed to support the significant difference with family history of mental illness due to marginally near significance ($P=0.05$). Hence Post Hoc test could be applied for age and education but not for family history of mental illness which revealed that elderly (>=60 years) and uneducated (illiterate) people were found to have more stigma than others regarding mental illness.

Discussion

The present study provides data on stigma regarding mental illness among people of the society and found that majority of

Table-1: Association between Respondents' Level of Stigma on Mental Illness and Selected Demographic Variables (N=250)

Sl.No.	*Variables*	*Chi-square (χ^2)*	*df*	*'P' value*
1	Age in years	36.298	8	0.00**
2	Sex	1.188	2	0.55
3	Religion	2.793	2	0.25
4	Education	124.07	10	0.00**
5	Occupation	13.174	8	0.11
6	Family income	11.701	6	0.07
7	Family history of mental illness	5.99	2	0.05*

***<0.5 **<0.01**

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participants (65.20%) had moderate level of stigma, 18.80% had high level of stigma and only 16% had low level of stigma regarding mental illness. These findings corroborated with that of recent study looking at stigma on mental illness among the community people conducted by Tsang HWH, Tam PKC, Chan F, Cheung WM (2003) in Hong Kong and Ukpong DI.

This study also revealed that there was a strong association between the level of stigma on mental illness and age, education and family history of mental illness. It further revealed that elderly (>=60years) and illiterate people had more stigma than others regarding mental illness. This finding is consistent with the study finding done by Aroma E (2011) in Finland which revealed that age and education was strongly associated with stigmatizing attitude of the people against mental illness. He also found that high aged and low educated people more likely hold stigma against people with mental illness. The consistency of the present study is also maintained with the study of Cook TM, Wang J, Cook TM and Wang J (2010) in Alberta.

Conclusion

The study confirms that there is a considerable level of stigma regarding mental illness existed among the people of the society. The society needs a national level of education and intervention against stigma of mental illness. Education can be provided to the public through the media (including both electronic and print), seminars and workshops. These education programmes must be sensitive to the areas of knowledge, beliefs, perception, attitude and miscommunication of the people of the society regarding mental illness which will help in improving knowledge, developing positive attitude among the people of the society towards mental illness and ultimately helps in reducing the existed stigma. Finally it will helps in the management of the mentally ill patient in the societies. This will be the primary level of prevention of mental illness.

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A STUDY OF SECONDARY LEVEL TEACHERS EFFECTIVENESS IN RELATION TO DEMOGRAPHIC VARIABLES

Niharika Panda

Abstract

Education is an important instrument for bringing out potentialities of human beings. Effectiveness of a system of education is mainly dependent upon its teachers. The traditional role of a teacher as communication of knowledge to the students to sustain and develop their lives has been changed. In the present scenario when there is a fierce competition in every sphere of life, the schools are expected to perform the role of socializing and educating children according to the needs of multicultural globalized society. In today's situation, possession of simple factual information to cover curriculum is not enough. Subject matter and assessment practices are upgraded and there are specialized challenges for teachers and students. In addition to the traditional roles of instruction, socialization and evaluation, now the teacher has to perform a number of managerial functions in several areas. The leadership abilities and leadership values of the teacher determine in large measure what transpires in a school, promote, nourishes or impedes and diminishes students' academic success. To play this role effectively, the teacher faces a greater challenge today than at any time in history. This research work is an attempt to study the teacher effectiveness in relation to demographic variables at secondary school level. The Sample of this study comprised 100 Government secondary school teachers. Out of 100 teachers, 50 were male teachers (25 from urban areas, 25 from rural areas) and 50 were female teachers (25 from urban areas and 25 from rural areas). For collection of data Teacher Effectiveness Scale (1999 Revision) by Dr. Pramod Kumar and Dr. D. N. Mutha was used. The results

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indicate that majority of secondary school teachers had high teacher effectiveness and there is no significant difference in the teaching effectiveness of teachers from rural and urban areas. Further majority of male teachers had high teacher effectiveness and there is no significant difference in the teaching effectiveness of male and female teachers. So it will be of a great help to the school teachers because the good functioning of the schools totally depends on the effectiveness of teachers.

Introduction

Education plays a key role in moulding, shaping, reforming and reconstructing the society from time to time. For this, education has been recognized and regarded as the most potent instrument of social reformation, social reconstruction and social transformation in the modern society. The modern contemporary society is fast changing in nature because of the scientific progress and technological advancement. Hence for enabling every individual as educand to make adjustment with every situation of this fast changing society, education is vital instrument. It is therefore clearly visualized that education as the most potent or vital instrument will never suffice until and unless we give it a practical shape. (Nanda and Mishra, 2010) Education plays a very significant role in developing an individual to his full potential by bringing out his latent talents and nurturing them.

Education is the weapon which strengthens the personality and makes one confident. An educational system stands or falls by the quality of its teaching–learning process. In imparting education, the role of a teacher assumes special significance. In fact the entire edifice of education rests firmly upon the shoulders of capable and competent teachers.

A class-room is a miniature society, it has a social environment too. In the social life of school and within the class-rooms, associations are developed; interactions and transactions occur to strengthen this social life. Education brings a change in human being so that he may become an able and active member of society. In the world based on science and technology and progressing towards modernization, it is education alone that determines the level of prosperity of all people.

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Good education requires good teachers. The teacher is of paramount importance in any system of education. The teacher acts as the pivot for the transmission of intellectual and technical skills from generation to generation. He is the spiritual and intellectual father of students. From the philosopher to the layman, everyone, evlogized the teacher as the mason, who builds the fabric of society. The students being the bricks and mortar of the future. Prof. Hamayun Kabir rightly stated, "Without good teachers, even the best of systems, is bound to fail. With good teachers, even the defects of a system can be largely overcome."

A good teacher is one who has commitment and vision to find out a way or make a way. Touching more lives, affecting the outcome of so many futures, a teacher is the epitome of a leader. As the proverb goes, "So is the leader as is the followers, so is the teacher as is the learners." The teacher is the dynamic force in an educational institution. A school without a teacher is just like a body without soul, a skeleton without flesh and blood, a shadow without substance. The teacher is a yardstick that measures the achievements and aspirations of a nation. (Bhatia, 2008) Teacher is the real maker of history. He has the potential, power or force which can take this generation to any side- peace or war. Hence they are known as value builders.

A teacher has not only to instruct but also inspires the students; he /she has to influence the life and character of his or her students and equip them with the ideas and values which will fit them to enter the streams of national life as worthy citizens. Teachers have been regarded as the instruments of new education policy and action-programme to develop among students high character, a pure national awareness, a firm democratic loyalty and dedicated responsibility. The success of students depends essentially upon competence of the teachers, their sense of dedication and their identification with the interests of the students committed to their care, learners' needs, his authoritative delivery of knowledge has to be supplemented by his spending more time diagnosing, motivating and encouraging them and checking the knowledge acquired. A teacher has to become more of an advisor, a partner to talk to. He has to help seek out

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conflicting arguments rather than hand out readymade truths

While an incompetent doctor is dangerous for the physical welfare of the people, an incompetent teacher is much more dangerous to the nation. So the effectiveness of teaching is the essence of successful educational system. In the process of interaction, a person's enduring impression left on others bear testimony to his effectiveness. Effectiveness is the index of a successful life. In the process of education, a good and effective teacher occupies a place of tremendous importance. According to NPE,1986, the quality of teacher determines the quality of education. The success of all efforts to education depends upon the educational qualification and professional competences of teacher. As teacher's personality, behavior, interest, communication skills, attitude and emotions put a significant impact, so, a teacher should understand his own emotions and attributes of pupils in the teaching learning process.

Teacher effectiveness is greatly dependent on teacher behaviour and teacher expectancy is closely linked with teacher effectiveness. For better teacher effectiveness, one of the most fundamental ends-in-view of teacher education is that it should be developmental in approach and operation as well as effective teaching cannot ignore favourable peer environment. It is often said that as is the teacher so is the child, and as the child, so is the nation. So in a way, history stands witness to the fact that great men had the impact of their teachers at some point of their lives.

In present education system teachers, instead of assisting learning, spend most of their time in assessing learning. Instead of enabling and equipping students to learn, schools have taken on the functions of examining and screening out the students on the basis of those examinations. So, the need of the hour is to make possible changes in whole education system.

Justification of the Study

Education is an important instrument for bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers. A teacher is the most accountable and responsible person of the society. He should feel the importance of his profession. He must be honest,

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devoted and dedicated to his profession. He must possess the essential zeal required by the teaching profession. He should be competent and efficient enough to discharge his unlimited responsibilities towards various groups of society. He is the builder of students 'character, behavior and the whole personality. This means a tremendous responsibility rests upon the teachers. A majority of students are under the care and influence of pre- primary, primary and secondary school teachers during the most formative years of their lives. Thus the people of a country are the enlarged replica of their teachers.

The traditional role of a teacher as imparting knowledge to student to sustain and develop life has been gradually changed. In the present scenario when there is a fierce competition in every sphere of life. Schools are now expected to perform the role of socializing and educating children according to multicultural globalized society. In today's situation possession of simple factual information to transact curriculum is not enough. Content matter and assessment practices are upgraded and there are specialized challenges for teachers and students. In addition to the traditional roles of instruction, socialization and evaluation, now the teacher has to perform a number of managerial functions in several areas. The leadership abilities and leadership values of the teacher determine in large measure what transpires in a school, promote, nourishes or impedes and diminishes students' academic success.

To play this role effectively, the teacher faces a greater challenge today than at any time in history. The teacher should be the manager of the teaching–learning process. The teacher of this century has to plan, organize, lead and control the effects of all the available new material resources and variables involved in the process of teaching–learning, in such a way as to achieve stated teaching–learning objectives with maximum efficiency and effectiveness.

For this the researcher is interested to know the teaching effectiveness of teachers at Secondary Level in Odisha State. In this connection a large number of questions are coming to the mind of the researcher like whether the teachers are efficient in the secondary schools? Are the male teachers more efficient than female teachers in secondary schools?

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Objectives of the Study

Following were the objectives of the study.

- To study the Teaching Effectiveness of Secondary School Teachers.
- To study the difference in the Teaching Effectiveness of Male and Female Teachers of Secondary Schools.
- To study the difference in the Teaching Effectiveness of Secondary Schools Teachers working in rural and urban areas.

Hypotheses of the Study

- There exists no significant difference in the teaching effectiveness of male and female teachers of Secondary Schools.
- There exists no significant difference in the teaching effectiveness of Secondary School teachers working in rural and urban areas.

Research Methodology

In order to achieve the objectives of the present study, survey method was undertaken. The methodological details like sample, tool and statistical techniques are given below:

Sample

For the present study out of thirty districts in Odisha, one district was selected randomly i.e. Balasore. Thereafter, 100 Government Secondary School teachers were selected randomly from that district. Out of 100 teachers, 50 male teachers (25 from urban areas, 25 from rural areas) and 50 female teachers (25 from urban areas and 25 from rural areas) were selected randomly.

Tool Used

The following tool used for collection of data which is given as under:

- Teacher Effectiveness Scale by Kumar and Mutha (1999).

Collection of Data

The questionnaire was individually administered to the subjects through personal contact. The researcher visited the places of service of the subjects, met the teachers and buildup the rapport with them. The purpose of the investigation was discussed. Having built up necessary rapport, the teachers were handed over the questionnaire with cover notes requesting them to respond to the questionnaire in proper mode. They were requested to make their responses during leisure hours. On

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the subsequent days, the responded questionnaire was collected from the subjects personally by the researcher.

Statistical Techniques Used

In order to interpret data and to draw meaningful conclusion, the data was analyzed with the help of following statistical techniques:

- Mean
- Standard Deviation
- 't' Test

Analysis and Interpretation of Data

For analysis and interpretation of data the study has been analyzed in different tables. The same is presented as under:

Table 1 revealed that the mean score of teachers was 324.05 and out of 100 teachers, 55(55%) teachers had high and 45(45%) teachers had low teacher effectiveness. Hence the majority of teachers (55%) had high teacher effectiveness. It revealed that the mean score of the male teachers was 326.1 and out of 50 male teachers, 28(56%) male teachers had high teacher effectiveness and 22(44%) male teachers had low teacher effectiveness. The mean score of the female teachers was 322 and out of 50 female teachers, 27(54%) had high teacher effectiveness and 23(46%) female teachers had low teacher effectiveness. Hence majority of male and female teachers had high teacher effectiveness. It revealed that the mean score of the teachers from the rural areas was 328.6 and out of 50teachers from the rural areas, 31(62%) teachers had high

Table-1: Mean Score of the Teacher Effectiveness of Secondary School Teachers

Sample	*N*	*Mean*	*No of teachers above the mean*	*No of teachers below the mean*
Teachers	100	324.05	55 (55%)	45 (45%)
Male teachers	50	326.1	28 (56%)	22 (44%)
Female teachers	50	322	27 (54%)	23 (46%)
Teachers from rural area	50	328.6	31 (62%)	19 (38%)
Teachers from urban area	50	325.5	20 (40%)	30 (60%)

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Table-2: Significance of Difference between Mean Score of the Teacher Effectiveness of the Male and Female Secondary School Teachers

Sample	*N*	*Mean*	*S.D*	*t*
Male teachers	50	326.1	17.5	1.32
Female teachers	50	322	13.3	

teacher effectiveness and 19(38%) teachers had low teacher effectiveness. The mean score of the teachers from urban areas was 325.5 and out of 50 teachers from urban areas, 20(40%) teachers had high teacher effectiveness and 30(60%) teachers had low teacher effectiveness. Hence majority of teachers from rural areas had high teacher effectiveness and majority of teachers from urban areas had low teacher effectiveness.

Table 2 revealed, that the mean score of male teachers and female teachers were 326.1 and 322 and S.D were 17.5and 13.3 respectively. The 't' ratio between the mean score of the male and female teachers comes out 1.32 which is insignificant at .05 level. It indicates that the male and female teachers do not differ significantly in their teacher effectiveness. Hence hypothesis no.1 is accepted.

Table 3 revealed, that the mean score of teachers from rural areas and teachers from urban areas were 328.6 and 325.5 and S.D were 14.4 and 11.3 respectively. The 't' ratio between the mean score of teachers from rural area and urban area comes out 1.1 which is insignificant at .05 level. It indicates that the teachers from rural areas and teachers from urban area do not differ significantly in their teaching effectiveness. Hence hypothesis no. 2 is accepted.

Table-3: Significance of Difference between the Mean Score of the Teacher Effectiveness of Secondary School Teachers from Rural and Urban Areas

Sample	*N*	*Mean*	*S.D*	*t*
Teachers from rural area	50	328.6	14.4	1.1
Teachers from urban area	50	325.5	11.3	

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Major Findings

- Majority of secondary school teachers (55%) had high teacher effectiveness.
- Majority of male teachers (56%) had high teacher effectiveness.
- Majority of female teachers (54%) had high teacher effectiveness
- There is no significant difference in the teaching effectiveness of male and female teachers.
- Majority of teachers (62%) from rural areas had high teacher effectiveness.
- Majority of teachers (60%) from urban areas had low teacher effectiveness.
- There is no significant difference in the teaching effectiveness of teachers from rural and urban areas.

Educational Implications

Any research work can be considered effective only when the fund of knowledge generated through it can be applied to improve the existing participation of education. The findings of the present study will be of a great help to the school teachers because the good functioning of the schools totally depends on the effectiveness of teachers.

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WOMEN EMPOWERMENT – A MYTH OR REALITY

B. Krishna Chandra Keerthi

Abstract

Equality of sexes has been a much familiar concept since ages but the cry for an even status for women remains a never ending tale of misery and pathos. Struggling for her bare existence, survival, assertion of her voice and an identity of her own, the second sex is in chaos. The present day woman rests on an ocean surrounded by all pervasive waters of assurances from all corners for her rights and safety but her freedom is like a missing drop to drink. Discriminated everywhere from home to place of work and from womb to tomb, the woman continues to be an underdog and under privileged being deprived and dispossessed of her share. Despite several laws for the protection of her, safety has been a mirage and all her efforts for her well being turn out to be in vain. Many a reason account for her down fall including violence of all forms and oppression. Albeit her entry at all walks of life and topping wherever she steps, the better half of the world is denied justifiably her due. Education is the surest passport to economic empowerment which in turn paves way for her political empowerment. Irrespective of the diverse attempts from several dimensions, the male dominated society exercises an authority over women and a firm will, a bold initiative is the need of the hour on the part of women to have a say, raise her voice and overcome all the obstacles and of course need less to make a mention of the support from various spheres.

Gender equality is not new and has been a widely accepted and accorded custom by the scriptures and shastras of religions be it Hinduism or Islam or Christianity. The Mantras recited at the Hindu marriage fire and vows made by the bride and the bridegroom to each other, making seven steps together with hand in hand all

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evince mutuality of respect and a friendly relation between the partners in wedlock on an equal status. Man and woman originate form two halves of the body of Brahma and so she is born equal according to Manusmriti.[1] The Arthanariswara thatwam of Lord Shiva, woman occupying half of man's body, the concept of Arthangi (better half) all reveal the same notion. The precepts of of Islam also ordain equality between the sexes, the Koran elevating the status of women to that of men[2] and Christianity also grants Adam and Eve an equal position (Gen.1:27). Women are worshipped as goddesses since ages through feminine attributions to nature and its forms, woods (Vanadevathas), and rivers (Nadeemathalli), as Shakti swarupa, Kali and Durga. Marshall Pioneer archaeologist of the Indus valley civilization proposed that the existence of a number of TerraCotas standing nude with the exception of jewels is an indirect evidence of a fertile goddess[3]. Goddesses are pleased where women are worshipped (prachina sukthi), and wealth ceases to stay where women are made to weep (Sumathi Sathakam). Women received high degree of respect even during the reign of sulthanates[4], Mughals[5], and Tughlaqs[6]. To begin with matriarchial society was the order and it was women who ruled and they enjoyed power.

Matriarchial society was replaced by the patriarchial order and Kanya shulkam gave way to Vara katnam (Dowry system). Women's voice has been suppressed for long everywhere, in the state, in public places, and at home. Though created equal by the creator, women were subjected to innumerable sufferings, ill treatment and discriminations and have been facing subordination to men. They were denied rights and privileges which are justifiably their own on gender bias and social prejudices, proving the saying *'Na sthree Swatantrya marhathi'*, no women deserves freedom as depicted by Manu saying that a women continues to be a dependent all through her life. "her father protects her in her childhood, her husband protects her in youth and her sons protect her in old age" (Manusmriti, chapter ix-verse: 3). Far more deplorable is the situation of women in developing countries. This problem is not restricted to the Indian context and had acquired global significance. In America women were even denied the right

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to vote. Long sufferings and deprivation of basic needs and rights led to women movements.

Many reasons can be accounted for the inequality between the sexes such as the instinctive and inborn feelings of male superiority, poverty, lack of education, awareness, initiative, dynamism, and consciousness on the part of women, parental back ground, economic dependence, superstitions, religious practices, restrictions in family life and society. These shades of inequality led to many other problems like oppression, injustice, crimes, violence both domestic and at work place. Earlier women were burnt as 'sati' and now in the name of dowry, love and lust etc. Equality being a necessity, the issue under question is whether man's superiority can stand the rest of time unless a woman proves her undoing under similar set of circumstances and provision of amenities. A man alone cannot propagate or continue his race. Dharma shastras ascertain that a man can perform the sacred rites of yajnya along with his wife only. Through empowerment at economic and political levels only equality can be attained.

Education enables women to acquire knowledge guidance and opportunities for a career and there by economic freedom, self-sustenance and the much needed initiative to enter politics. Education is a fundamental human right and necessary for development. It is a key factor in overcoming the barriers that women face and a tool for empowerment of women. Millennium Development Goals for Gender parity in education is by 2005 and access to all boys and girls alike for good quality primary education by 2015.[7] As per 2011 census statistics female to male ratio in Andhra Pradesh is 992:1000 where as it is 940:1000 at national level. The literacy rate at state and national level is 50.84% (female), 75.56% (male), and 65.45% (female), 82.14% (male) respectively. In terms of population and the rate of literacy women lie far behind men. Education plays a key role in making the gender equality a reality. Education is important for improving awareness in women about keeping good health and hygienic practices, maintaining personal cleanliness / sanitation practices and prevention and protection against HIV AIDS. Causes for inequality in education are poverty, schooling costs,

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burden of household work, shortage of school facilities in rural areas, negative and dangerous environments, cultural and social practices that discriminate, early marriage, restrictions on female mobility, and limited opportunities for women employment.

"Why are the atrocities on the rise despite several laws to save women form rape, dowry death, molestation etc – To check atrocities on women, and create a just social order, the first step should be to make them economically self-supporting to save the way for their social emancipation."[8] Economic empowerment contributes to major extent to solve most of the women's problems. Women's development and progress becomes a reality through empowerment, self-sustenance and economic independence. A woman can raise her voice and prove herself through freedom in terms of monetary affairs. Poverty, illiteracy, malnutrition and economic dependence are all interdependent. The laws on streedhan, maintainence, dowry prohibition, suppression of immoral traffic have proved to be inadequate to uplift women from suffering and it is also due to the lethargic and cold attitude of the society and the government. A uniform national credit policy has to be evolved for developing entrepreneurial skills and strategies among women from regular banking and co-operative sectors. The unfortunate state of affairs is that women's representation in corporate sector is also dismally poor. "The entire issue of promotion and protection of human rights of woman in this country should be in the direction of economic and social up lift of women."[9] Monkman devises certain strategies for women's empowerment integrated development, economic development and consciousness raising. "women's empowerment is concerned with the issue of understanding women's concerns, on issues of economic and social rights, the right to a livelihood, and to determine one's future."[10] Lack of economic freedom impairs women to enter politics, contest in the elections and it leads to failure in achieving political empowerment and without the basic right to participation in the government and have a say in its affairs, all the efforts for women's equality would be futile.

Political empowerment is the need of the hour and it may be defined as "a process to enable a

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powerless woman to develop autonomy, self-control and confidence with a group of women and men, a sense of collective influence oppressive social conditions."[11] The concept of political empowerment evolved in 1970 s. Political empowerment entails women's role in the formation of the government and decision making in the administration. It is premised on "three fundamental and non-negotiable principles which are, 1. The equality between women and men 2. Women's right to the full development of their potentials and 3.Women's right to self representation and self determination."[12] Political empowerment is meant for upliftment of women through a fight against social and economic inequality cutting across caste, religion and gender issues.

When the 73rd amendment constitution was passed one third seats were reserved for women in Gram panchayats. However reservation cannot be the "way for true empowerment of women as it continues to be the rule of the patriarch by proxy."[13] The Women's Reservation Bill (WRB) was introduced through 81st amendment to the constitution in 1996 incorporating reservation for women in the state and union legislatures (lower houses) by providing one third number of seats as has been provided at the local government level, largely due to worldwide stress especially Beijing Platform of Action 1995 educating women in civil/political /social rights and emphasizing on quota system and as a result of the organized independent movements in India since 1970. A major argument against the present provision of reservation is non inclusion of reservation for OBC women as the benefits of the provisions will be availed by the higher castes. "Democracy must be inclusive of the opinions and perceptions of women as well as men."[14] Family influence plays an important role in shaping the participatory attitude of women in politics, says B.R.Nanda[15] and Imtiaz Ahmed points out that the real obstacle to equality in the political sphere lies in the division of spheres between men and women though legal provisions have fnot substantially allowed this."[16]

Women themselves society, family, government, media, NGOS, education, political parties all play a key role in enabling women enter politics. Commission on the status of women was set up in 1975 to work into the problems

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of women in socio-economic sphere. Women employed in the business sector and as members of trade unions have a fair chance to get leadership training and access to decision making.

Woman has so long been subject to disabilities and restrictions with which her progress has been arrested, growth suspended, and she was to some extent paralyzed. Discriminatory laws, segregation, isolation in society, gender bias in a patriarchal society, discrimination at place of work, pay psychological and physical weaknesses on account of years of malnutrition, gender gap, decline in population due to high death rate (again because of lack of awareness of health care, pregnancy etc.) and illiteracy are the different factors for the inequality and violence against women "in different walks of life, be it home, work place, or public place and has assumed a common phenomenon."[17]

Marriage according to Rigveda was based on truth and duty. The Sanskrit word 'Dampati' means one ness of partners united in a wed lock. But women no have separate entity in the male dominated society and Stanton says, "The legal theory is, that marriage makes the husband and wife one person and that persons is the husband"[18] and Sushila Singh aptly remarks, "Human experience for centuries has been synonymous with the masculine experience."[19] Men believe in their own natural instinctive inborn superiority, intellectually, morally and physically. The interests and happiness of sexes cannot be divided. "Man should be an ally and work together with the fair sex to abolish oppression,"[20] says Bell Hooks.

Woman needs equal status for getting higher education, for freedom of thought and action, from all forms of bondage dependencies, superstitions, fear for upholding her religious beliefs, equality in social life and employment as an architect of her own future and destiny, with rights on par with all other members according to the fundamental principles of government, and responsible for individual happiness and satisfaction achieving the transformation she needs and discharging the roles expected from her as mother, wife, sister, and daughter. She needs her rights to be free to have a representation in the government,

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to enjoy the power, to take the wages she earns, the property that belongs to her as inheritance, to fight against the laws which make her dependent on the other sex, as are applicable to a man.

The Common wealth Plan of Action on Gender and Development, 1995 suggested that there should be inclusion of gender issues in the curricular aspects of higher education, gender training workshops, appointment of consultants and experts with capacity for gender analysis and planning.

The Convention on the Elimination of All Forms of Discrimination against Women was adopted by the U.N General Assembly on 18.12.1979 and it entered into force on 2nd September 1981. Sex Discrimination act, 1984, Affirmative Action Act 1986, National Policy on Education 1986, The World Declaration on Education for all 1990, A Committee established under Article 17 of the Convention, General Recommendation No.19 made on the issue of violence against women In 1992, the Vienna Declaration and Programme of Action (1993) and the Equal Opportunity for Women in the Work Place Amendment Bill 1999, and Millennium Development Goals by 2015, are some notable initiatives with substantial contributions to the woman's cause.To promote the rights of women, the U.N convened several world conferences in Mexico city, (19th June – 2nd July 1975), Copen Hagen, Denmark (24-30 July 1980), Nairobi, Kenya (15-26 July 1985) and Beijing, China (10-15 September, 1995).

The Hindu Marriage Act, 1955 (women's right to monogamous marriage and divorce), The Hindu Succession Act, 1956 (inheritance of an equal share of their husband's property, along with their mothers-in-law and children), the Hindu Adoption and Maintenance Act 1956 (right to adopt a child and maintenance after separation), the Child Marriage Restraint Act passed in 1930, Amended Act in 1976 (increase in age of girls marriage from 16 to 18, boys 18 to 21), the Dowry Prohibition Act 1961, the Commission of Sati (prevention) Act 1987, Family Courts 1986, Factories Act 1948, the Mines Act 1952, the Plantation Labour Act 1951 (provides safeguards for women against hazardous employment, double shifts, setting up of creches at work place), the

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Maternity Benefit Act 1961, the Equal Remuneration Act 1976 (for women and men), the Medical Termination of Pregnancy Act 1976 (legalizes abortions), the Prevention and Regulation of Amniocentesis Act 1993, the Immoral Traffic Prevention Act 1986 (against trafficking of women for purposes of prostitution), the Indecent Representation of Women (prohibition) Act, 1986 the National Commission for Women Act 1991 are the different legal provisions favouring women protecting their rights and interests.

The various constitutional provisions in favour of women are, equality before law for women (Article–14), against discrimination of any citizen on grounds only of religion, race, caste, sex, place of birth (A-15 (1)), special provision for women and children (A-15 (3)), equality of opportunity for all citizens for employment to any office in the state (A-39 (a)), equal pay for equal work for both men and women (A-39 (d)), just and human conditions of work for maternity relief (A-42), to promote with special cases the educational and economic interests of the weaker sections of people and to protect them from social injustice and all forms of exploitation (A-46), to raise the level of nutrition, standard of living and improve public health (A-47), to promote harmony among all people and against derogatory practices against the dignity of women (A-51 (A)(e)), reservation in offices of Chairpersons in Municipalities for SCs, STs and women (A-243), one third of total seats to be reserved for women of SC and ST in every Panchayat and Municipality (A-243 D (3),243 T (3)) and one third of total number of offices of Chairpersons in Panchayats to be reserved for women (A-243 D (4)).

The essence of all religions is humanity. Women must have freedom to follow religious practices. "All my attempts my endeavours to keep my purdah were over. My Purdah was broken, my purdah, that way my faith."[21] Through religion people search for the transcendent, but religious organizations groups and practices are human phenomena. Dilemma created when both religion and equality of sexes come into terms must be tackled carefully as these are delicate issues. Buddhism preaches that "every human being –man or woman is a free agent able to work out his her own salvation independent of any supernatural agency or the medium of priests of rituals."[22]Restitution of

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conjugal rights of Hindu Marriage Act, 1955 has proved to be a failure to protect women's bodily integrity. It violates a woman's autonomy interest. A woman who had left the marital home having suffered from domestic abuse could be forced to return to it and even bear a child with that man (husband).

Role of Literature

Literature also plays a major role in contributing to the cause where writers reflect upon the issue through characters and their struggle. Elizabeth Hardwick in Seduction and Literature remarks that "every artist is either a man or a woman and the struggle is pretty much the same for both."[23] Women's concerns need not always be limited to female sex alone. Even some male writers have that sensibility and commitment says Anitha Desai.[24] Perception of inequalities between the two sexes gained momentum only after mid 19th century. French Dramatist Alexander Dumas irst used the term 'feminism' to refer to the women's movement for their rights in a very limited sense confined mostly to politics. The feminist movement started in the west on the 1960s with the sole aim of fighting against injustice on the fair sex. Historian Linda Gordan defines feminism as "an analysis of women's subordination for the purpose of figuring out how to change it."[25] Friedan holds the view that a woman's needs are almost the same as those of a man's."[26] According to Germaine Greer, another feminist, abstaining of women from the institution of marriage is the only solution for the betterment of their condition.[27] Perception of inequalities between the two sexes gained momentum only after mid nineteenth century.

Simone de Beauvoir (The Second Sex), Betty Friedan (The Feminine Mystiue), Kate-Millet (Sexual Politics), Mary Woll Stonecraft (A Vindication of the Right of Woman), Margaret Drabble, Doris Lessing, Iris, Murdoch, Marilyn French, Margaret Atwood and Sylvia Plath are some women writers of the west. Anita Desai, Kamala Markandaya, Nayanatara Sahgal, Ruthprawer Jhabvala, Shashi Deshpande, Gita Hariharan, Maha Swetha Devi and Volga are influential Indian women writers.

Anne Stevenson comments that women feminist writers such as Jane Austen, Emile Bronte, Stevie Smith, Charlotte Mew, Mananne Moore, Elizabeth Bishop have

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suffered, but they never attempted to fight 'male domination' nor compromise themselves to suit it.[28] Virginia Woolf holds the view that to have a free and full expression of her voice a woman must transcend the conventional barriers of sex and assume an androgynous nature and also "that both in life and in art the values of woman are not the values of a man."[29] Paul Friere in his **Pedagogy of the Oppressed** defines solidarity with oppressed or the exploited as an act of love.[30] Ibsen projected the idea of woman's emancipation through his character, **Nora in A Doll's House.**[31]

Sociologists opine that women especially modern women do not wish to lead a mere passive life within the frame work of marriage with established norms of the society and they strive for the quenching of their emotional thirst. Promilla kapoor, a sociologist, remarks, "a change in woman's personal status has come as a change in her way of thinking and feeling and the past half century has witnessed great changes in attitudes towards love, sex, marriage."[32] Rajeswari Sunder Rajan focuses his attention on law because of the "Law's hegemonic role in the production of gendered identity."[33] Nighat Gandhi, a feminist activist and a writer considers feminism as "a philosophy and a movement for ending all forms of oppression, including gender based oppression. It is not against family and marriage." and also that "gender sensitive men too can be a part of this feminist movement against oppression of all sorts."[34] K.Bhasin and N.S.Khan have defined feminism in the south Asian Context as "an awareness of women's oppression and exploitation in a society, at work and within the family, and conscious action by women and men to change this situation."[35] According to Bala Kodandaraman the unconventional women suffer for their violation of accepted norms or for questioning them."[36]

Women writers raised theier voices with Raja Lakshmi Debi's **The Hindoo Wife or The Enchanted Trust (1876).** As K.S.Rama Murti puts it, there has been a steady continuity, an an uninterrupted flow in the writings of the women writings since Toru Dutt.[37]

Gita Mehta, Gita Hariharan, Jai Nimbkar, Bharati Mukherjee, Uma Vasudev, Shobha De, Bapsi Sidhwa, Yasmine Goneratne, Bomana Desai, Dina Mehta, Rama

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Mehta, Meena Alexsander and Namata Gokhale are some of the prominent women writers of the nineties. Gita Mehta, Meena Alexander, Bharati Mukherjee and Yasmine Gooneratne are the expatriate writers. The position of woman in the typical Indian society has been potrayed in Nampally oad by Meena Alexander. Bharati Mukherjee portrays Jasmine as a determined woman with a firm will of her own who resolves to change and rewrite her own destiny by searching as many ways and means as possible in her Jasmine. Bapsi Sidhwa, Dina Mehta and Boman Desai are Parsi women writers. Dina Mehta's And Some Take a Lover (1992) presents the journey of the protagonist Rashmi through her own Parsi community and establishes her identity.

Mahasweta Devi, a well-known Bengali writer and Sahitya Akademi Award winner expresses her indifferent attitude towards being labeled and categorized as a feminist writer along with some other writers in an interview with Sue Dickman. "I am a woman and I am writing. But I am not writing of women alone. What I am writing, most of my books, it is about class exploitation, the under class is exploited, men, women together. Of Course women get the worst part of it, but not always."[48]

To sum up the large gap between the sexes has to be linked and the wide gulf between the constitutional obligations and their implementation/enactment is to be bridged crossing the obstacles and barriers on the way with great commitment and unstinted determination. However women must raise from inertia strive for their due by making conscious, persistent and committed efforts, take the initiative for achieving economic freedom and come forward for an active participation in politics and of course community involvement, helping hand from NGO voluntary organizations and the needful from the Government will follow.

To up lift women's fallen divinity
upon an even pedestal with man's.[49]

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THE EFFECTIVENESS OF 7E MODEL ON ACHIEVEMENT IN MATHEMATICS OF SECONDARY SCHOOL STUDENTS

Elizabeth Joshua, Sindhu Krishnan

Abstract

This study was carried out to find the effectiveness of 7E model on the achievement in mathematics of secondary school students. The data was collected among from 140 students of class VIII in Kottayam District. The achievements of students in the topic "negative numbers" were compared. The research method used in the study was an experimental method with a pre-test post-test non-equivalent group design, where two groups were selected, as experimental group and control group. In the beginning both groups were administered the same pre test by employed self constructed achievement test on the topic to collect the achievement scores in mathematics. For treatment in the experimental group, the 7E model was applied in the constructivist class room environment and the control group was taught the same topic by activity oriented method. After the treatment both the groups were administered the same post-test and then their Mean, Standard deviation, t-value, ANOVA and ANCOVA were equated. Results revealed that there was a significant positive effect of 7E model on achievement in mathematics of secondary school students.

Introduction

"Make me the master of education and I will undertake to Change the world."

- (Leibnitz, 1699)

Education is the means through which the aims and habits of a group of people handed over from one generation to the next. Generally it occurs through any

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experience that has a formative side on the way one thinks, feels or acts. It is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. A central task of education is to impliment a will and facility for learning; it should produce not learned but learning people. The purpose of education is to teach a student how to live his life by developing his mind and equipping him to deal with reality.

Strategy instruction, a powerful student-centered teaching approach has years of quality research background. In fact, strategic approaches to learning new concepts and skills are often what separate good learners from poor ones. Considering that many students with disabilities struggle with developing strategies for learning and remembering on their own, a parent or teacher skilled in introducing this process can make a world of difference. Strategy instruction supplies students with the same tools and techniques that efficient learners use to understand and learn new material or skills. With continued guidance and ample opportunities for practice, students learn to integrate new information with what they already know, in a way that makes sense–making easier for them to recall the information or skill at a later time, even in a different situation or setting. Not only does an impressive body of research exist with respect to strategy instruction, but that store house of knowledge is also extremely broad and has direct and immediate application to practice, in almost every area of the educational curriculum. Even better, this method of instruction is appropriate and effective for students who are differently abled, as well as for those who do not. That's right, all students can benefit from understanding the strategies that good learners use. What's more, a skillful teacher can play a critical part in guiding students to use strategies until their use becomes an automatic part of each student's repertoire.

It is the education which helps a person all along the line and be socialized. Education involves gathering of knowledge in different aspects. It is ones education which decides what one can make out in their life. Effective learning involves creating and solving one's own errors. Cepni, Akdeniz and Keser, (2000) found in their study that the

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students should be provided fine learning environments for questioning their own experiences for developing math concepts and creating their own knowledge. Bybee (1997) revealed that the 5E Instructional Model is one of the most important models that are associated with cohesive learning theory which is applied with different operational steps during learning-teaching process. This model has been evolved by Bybee, leading BSCS (Biological Sciences Curriculum Study) project and used in other applications related to the project. Eisenkraft (2003) sought to examine the researches on how people learn and the incorporation of that research into lesson plans and curriculum development demands that the 5E model be expanded to a 7E model. Afterwards, this model has turned into "the 7E Instructional Model", which is about transferring knowledge laying stress on previous schemas of knowledge. Saritas and Akdemir (2009) investigated about Identifying Factors Affecting the Mathematics Achievement of Students for Better Instructional Design. Results revealed that instructional strategies and methods, teacher competency in math education, and motivation or concentration were the three most influential factors that should be considered in the design decisions. Walia (2012) examined the effect of 5E instructional model on mathematical creativity of eighth grade students. The result of the study indicates significant effectiveness of 5E instructional model on mathematical creativity. Cherry (2011) conducted a study titled 'Analysis of Attitude Achievement Using the 5E Instructional Model in an Interactive Television Environment'. Results indicated a significant interaction between inquiry and topic area, as well as achievement for memories, understand and apply levels Bloom's revised Taxonomy. Differences between mean scores were in favor of the treatment group on both topic and achievement levels. Findings reveal that the research encouraged the use of inquiry-based instruction to improve achievement.

Mariano (2005) examined the Relationship between student's Attitude towards learning Mathematics and Achievement with respect to Gender among tenth grade public school students in Amman, Jordan. It is found that there is significant correlation

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between attitude towards learning mathematics and mathematics achievement. Gopal (2008) investigated that teaching through Concept mapping had the same effect on the Achievement of Boys and Girls in Mathematics among IX Standard students. All these explore the idea by adopting suitable strategies and models by which education can be make more effective. 7E Model makes huge explorations in the field of education especially in science subjects. Usually Mathematics is considered as a tough subject. So teaching Mathematics by using different models can improve the quality of education. This also reveals the importance of 7E model and the achievement in Mathematics. So in the light of this situation the present study is intended to find out the effectiveness of 7E Model on Achievement in Mathematics of Secondary School students.

Operational Definitions

Effectiveness

In the present study the term effectiveness denotes the change in achievement of students as a result of applying 7E model as the learning strategy.

7E Model

Sometimes a current model must be amended to maintain its value after new information, insights, and knowledge has been gathered. Such is now the case with the highly successful 5E learning cycle and instructional model (By bee, 1997). Researches on how the people learn and the incorporation of that research into lesson plans and curriculum development demands that the 5E model be expanded to the 7E model. The 5E learning cycle model requires instruction to include the following discrete elements: engage, explore, explain, elaborate, and evaluate. The proposed 7E model expands the engage element into two components—elicits and engages. Similarly, the 7E model expands the two stages of elaborate and evaluates into three components—elaborates, evaluate, and extend. These changes are not suggested to add complexity, but rather to ensure instructors do not omit crucial elements for learning from their lessons while under the incorrect assumption they are meeting the requirements of the learning cycle. An instructional model, or learning cycle, is a sequence of stages teachers may

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go through to help students develop a full understanding of a lesson concept. Instructional models are a form of scaffolding, a technique a teacher uses that enables a student to go beyond what he or she could do independently. Some instructional models are designed for a particular learning theory, such as behaviorism, cognitivism, or constructivism. Some combine aspects of different learning theories. The 5E instructional model, developed by Rodger W. Bybee in the 1980s, was designed specifically to provide a model that promotes a constructivist approach to science education while incorporating aspects of behaviorism and cognitivism. The model has been widely adopted by science educators and is useful in other subject areas as well. The 5E Instructional Model has its roots in the ideas of Johann Herbart, John Dewey, and Jean Piaget. The concept behind the model is to begin with students' current knowledge, make connections between current knowledge and new knowledge, provide direct instruction of ideas the students would not be able to discover on their own, and provide opportunities to demonstrate understanding. The 5E Model has been used since the 1980s in elementary, middle, and high school science curricula.

Activity Oriented Method

Activity -Based Learning is an umbrella term that refers to several models at instruction that focuses the responsibility of learning on the learners (Wikipedia, 2008). Activity-Based Learning is a procedure where students actively engage in the lesson rather than just sitting, listening and absorbing the lesson. It is a method of teaching that enables students to be involved in reading, writing, discussion, practical activities, analysis and evaluation of the topic under discussion. The models of Activity- Based Learning suggest that all learning activities involve some kind of learners' experiences which emphasizes observing and doing (Kathleen, 1996). These also promote students involvement and actively engaging with material to enhance the recall of information according to Bruner in Azuka (2013b). Learning becomes more perfect when theoretical knowledge is supplemented by learning all possible life supporting skills which can only be enhanced through Activity- Based Learning method in teaching mathematics. Learning can be termed meaningful

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in the life of the learners when the learned or acquired knowledge, facts, ideas, concepts, skill, behaviors and attitudes are transferred to thinking and action of the learners.

Achievement

Achievement in mathematics means the knowledge attained and skills developed in Mathematics usually designated by test scores or work assigned by teachers. Achievement can be measure with the help of verbal test or written test. In the present study achievement in Mathematics is considered as the total score that will be obtained by the investigator in Mathematics achievement test of the selected unite in standard VIII.

Objectives of the Study

- To compare gain mean scores of Achievement in Mathematics using 7E Model and Activity Oriented Method with respect to instructional objectives,
  a) Remembering
  b) Understanding
  c) Applying
  d) Analyzing
  e) Evaluating
  f) Creating
- To find out the Effectiveness of 7E Model over Activity Oriented Method on Achievement in Mathematics.

Hypotheses of the Study

- There is no significant difference between gain mean scores of Achievement in Mathematics of and Activity Oriented Method with respect to instructional objectives,
  a) Remembering
  b) Understanding
  c) Applying
  d) Analyzing
  e) Evaluating
  f) Creating
- There is no significant difference on Achievement in Mathematics among Secondary School students taught through 7E Model and Activity Oriented Method.

Variables of the Study

In this study, model of teaching is the independent variable. Two strategies of independent variables used in this study are '7E Model' and 'Activity Oriented Method'. The dependent variable of the present study is 'Achievement in Mathematics' of secondary school students.

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Delimitations of the Study

The study was delimited to

- Students of Class VIII from a single school.
- The achievement in mathematics of secondary school students on the topic negative numbers was considered.

Methodology

Methodology is the procedure or technique employed in an investigation or research study. It is a procedure or technique used by the investigator to look at the problem in a meaningful in an orderly way.

Design

The experimental design used was pre-test, post-test non-equivalent group design. In the present study the experimental design used to study the effectiveness of 7E Model on Achievement in Mathematics of Secondary School students. So the investigator selected the control group taught through activity oriented method and the experimental group taught through 7E model for the present study.

Sample

The sample of the study consisted of 140 students of class VIII of M.D.S.H.S.S, Kottayam. The above 140 students were assigned in two groups with seventy students in the experimental group and seventy students in the control group to study the effectiveness of 7E Model on Achievement in Mathematics of Secondary School students. It was decided to conduct the study in Standard VIII.

Tools

The following tools and materials are employed for the collection of data Lesson transcripts based on 7E Model prepared by the Investigator.

- Lesson transcripts based on 7E Model.
- Lesson transcripts based on Activity Oriented Method.
- Achievement test in Mathematics prepared by the investigator.

The investigator prepared lesson transcript based on 7E model. Investigator selected the unit "Negative Numbers" from Mathematics text book of VIII standard. Ten lesson transcripts were prepared and took classes on the basis of it. Questioning method, Brain Storming, Buzz session, Puzzles, Information Technology

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Integrated Stimulation and Group discussion involved in this strategy. Experimental groups were learned different topics by different methods involved in 7E model. Each class took 40 minutes time lesson transcripts based on 7E model of teaching is prepared for teaching the experimental group. The investigator prepared lesson transcript based on Activity Oriented Method. Ten lesson transcripts were prepared and took classes on its basis. Group normal, group discussion, questioning method etc involved in this strategy. Each class took 40 minutes time lesson transcripts based on Activity Oriented Method of teaching got prepared for teaching the control group. The investigator has taken all precautions in the preparation of the achievement test to be conducted. Experts in the field were consulted right from the preparation of items till ensuring validity and reliability of the test. The achievement test prepared by the investigator was administered as pre-test and post-test. It consisted of 41 items and carried 41marks. Before writing the items, the content was thoroughly analyzed. The different types of attainment expected were then transformed into the cognitive domain of the Blooms taxonomy of instructional objectives.

The Procedure

For the present study the achievement test was administered on 140 students identified the effectiveness of 7E Model on Achievement in Mathematics of Secondary School students.

Pre-test

In the beginning both the groups the experimental and control were administered the same achievement test in mathematics of class VIII.

Post-test

After the treatment both the groups were administered the same achievement test in mathematics of class VIII.

Statistical Techniques of the Study

The data collected will be analyzed by using statistical techniques such as mean, median mode, standard deviation, t – test, skewness, kurtosis, ANOVA and ANCOVA (Analysis co-variance).

Analysis and Interpretation

1. ***Data and Result of Test of Significance of Gain mean Scores of Achievement in Mathematics using 7E***

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Model and Activity Oriented Method with respect to the instructional objectives, Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

The significance of the difference between the gain mean scores obtained by Experimental and Control groups were found by calculating the t-value. The details of the test of significance of difference between gain scores of experimental and control groups are given below in Table 1.

It is evident from the Table1 that there is a significant difference in Achievement in Mathematics of students in experimental group in comparison with the control group (t=17.0214, p< 0.01).The mean

Table-1: Data and Result of Test of Significance of Gain Mean Scores of Whole Sample in the Experimental and Control Group with Respect to instructional objectives Remembering, Understanding, Applying, Analyzing, Evaluating and Creating

Categories	*Gain Score*	*No. of pupils:70 Experimental Group*	*No. of pupils:70 Control Group*	*t-value*	*Level of significance*
Whole Sample	M	28.91	21.43	17.02	P<0.01
	SD	3.22	4.51		
Remembering	M	2.37	1.96	3.80	P<0.01
	SD	0.62	0.67		
Understanding	M	4.47	3.46	7.75	P<0.01
	SD	1.03	1.36		
Applying	M	5.74	3.06	10.79	P<0.01
	SD	1.37	1.57		
Analyzing	M	8.09	6.9	4.35	P<0.01
	SD	1.21	2.28		
Evaluating	M	5.64	4.13	4.73	P<0.01
	SD	1.75	2.02		
Creating	M	2.56	1.9	3.66	P<0.01
	SD	0.85	1.24		

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value obtained for the experimental group is 28.9143 and control group is 21.4286. Therefore it can be concluded that 7E Model is significantly better than Activity Oriented Method. The result of the analysis showed that there exist a significant difference in the Achievement in Mathematics between the students of experimental and control group under the objective Remembering ($t=3.7974$, $p<0.01$), Understanding ($t=7.7471$, $p<0.01$), Applying ($t=10.7863$, $p<0.01$), Analyzing ($t=4.3528$, $p<0.01$) Evaluating ($t= 4.7351$, $p<0.01$). So the 7E Model is effective for the cognitive development of students. The result prompts to conclude that 7E Model is significantly better than Activity Oriented Method.

2. *Comparison of the Effectiveness of 7E Model over Activity Oriented Method based on Pre test, Post test Scores Using ANCOVA*

The scores of Experimental and Control groups were subjected to Analysis of Covariance to determine the effectiveness of strategy over present method. Total sum of squares, mean square variance and F-ratio for pre-test and post-test scores of the Experimental and Control groups were computed.

The obtained value of Fyx ratio was tested for significance. Since the Table value of F-ratio for df (1, 137) is 3.91 at 0.05 level and 6.82 at 0.01 level, the obtained Fyx ratio is significant (Fyx =

Table: 2 Summary of Ancova of Pre-Test and Post-Test Scores of Pupils in the Experimental and Control Groups

Source of variation	*Df*	*SSx*	*SSy*	*SSxy*	*SSyx*	*MSy.x (Vyx)*	*SDyx*
Between means	1.00	109.83	1961.3	464.11	1490.22	1490.22	3.40
Within groups	137.00	2544.46	2126.6	1179.60	1579.77	11.53	

Fyx = 129.23

From the Table of F for df (1,137)

F at 0.05 level = 3.91

F at 0.01 level = 6.82

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129.23, P<0.01). It is clear from this, that the final means which depend upon the experimental and control variables differ significantly after they have been adjusted for initial differences on x.

The adjusted means of post-test scores (y means) of pupils in the experimental and control groups were computed. The difference between the adjusted y means was tested for significance. The data for adjusted means for post-test score of pupils in Experimental and Control groups are given in Table 3.

The analysis indicated that the obtained t-value is significant at 0.01 level (t =11.61, P<0.01). So the differences between the performances of the two groups differ significantly. The findings of the present study got support from the findings; Gonen (2010) conducted a study titled 'A Physics Lesson designed according to 7E model with the help of Instructional Technology' and Yenimez's (2008) study titled 'Opinions of Mathematics Teacher Candidates towards applying 7E Instructional model on computer aided instruction environments'. Hence it can be concluded that 7E Model is more successful than Activity Oriented Method on Achievement in Mathematics of Secondary School level.

Major Findings of the Study

The findings were:

- There was significant difference between gain mean scores of Achievement in Mathematics among

Table-3: Data for Adjusted Means of Post Test Scores of Pupils in Experimental and Control Groups

Group	*N*	*Mx*	*My*	*Myx (adjusted)*
Experimental	70.00	15.31	28.9	28.50
Control	70.00	13.54	21.4	21.84
Total	140.00	14.43	25.17	-
	SEm=		0.57	
	t=		11.61	

SEm between adjusted means is 0.57

Calculated value of t= 11.61

From the Table for df 137 t at 0.05 level = 3.91

t at 0.01 level = 6.82

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Secondary School students taught through 7E Model with respect to instructional objectives,

a. Remembering

b. Understanding

c. Applying

d. Analyzing

e. Evaluating

f. Creating

- There is significant positive effect of 7E model on achievement in mathematics of secondary school students.

Educational Implications of the Study

Following are the educational implications.

- 7E Model is very effective in enhancing achievement among secondary school students. The findings of the study throw light in to the following educational implications.
- The application of 7E Model on teaching should be encouraged among teachers since the above method proved itself more effective than Activity Oriented Method.
- A sound foundation of the subject Mathematics at the secondary level is a pre-requisite for higher studies and specialization. 7E Model builds a strong foundation by developing a deeper understanding of fundamental concepts.
- 7E Model transforms students in to the 21st century citizens who possess a trained mind which is capable of gathering data, formulating models, testing hypotheses arriving at conclusions. Above all it develops a desire and habit of thinking.
- In 7E Model, the students are not just learning the subject matter they have chosen to study. They are also strengthening character and developing their ability to learn.

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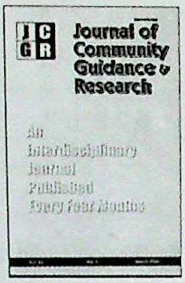

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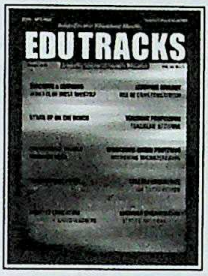

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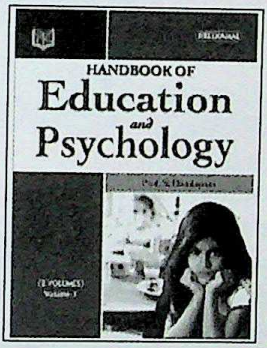

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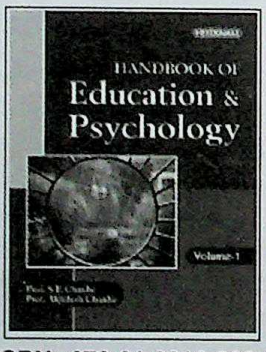

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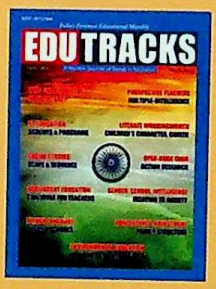

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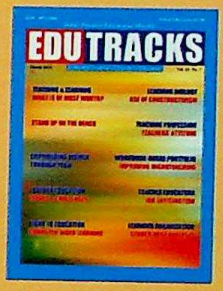

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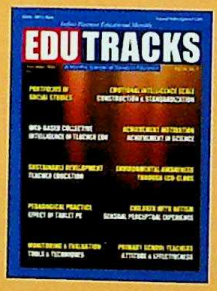

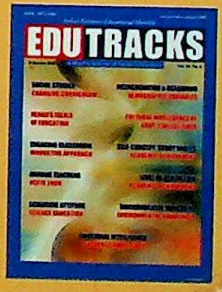

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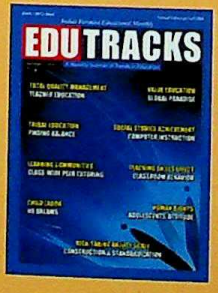

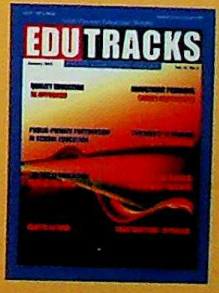

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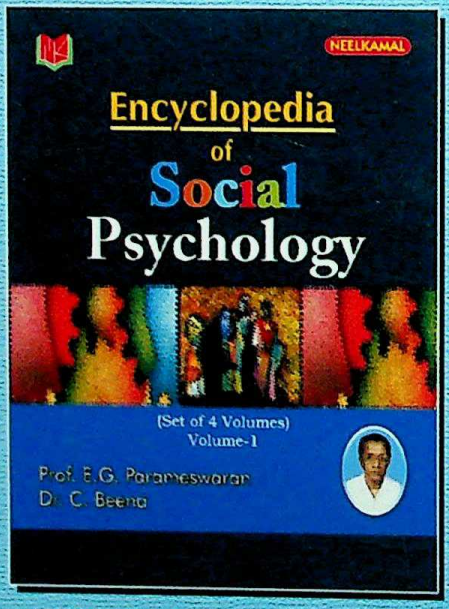

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